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ABSTRACT

Designed to serve academic, student services, and administrative needs, this report provides information on the characteristics and programs of students enrolled in the San Francisco Community College District (SFCCD) in fall 1986. Section 1 provides an introduction and overview, including a profile of district students, historical perspectives on students enrolled at SFCCD centers and the City College of San Francisco (CCSF), and a summary of factors affecting district planning. This section indicates that 61% of the SFCCD students were between 21 and 44 years of age, 72% were members of an ethnic minority, 45% use public transit, and 60% of the day students and 30% of the evening students said their immediate educational goal was to transfer to a four-year college. Section 2 presents data on students enrolled at SFCCD centers, including information on students' age, race/ethnicity, academic discipline, major reason for taking a specific course, residence, date of last prior enrollment, source of funding, time of class, and sexual orientation. Section 3 contains the same information for CCSF students. Finally, section 4 contains an explanation of the study methodology; copies of the questionnaire and planning code; and a series of tables summarizing 1986 data and responses from previous years. (EJV)

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S. I. Q.

Student Information Questionnaire

A Survey of Student Characteristics

FALL 1986

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Community College Centers
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The San Francisco Community College District consists of two instructional divisions — City College of San Francisco and the Community College Centers, formerly the Adult Education/ Adult Occupational Education Division. Through the college credit offerings of City College and the non-credit offerings of the Community College Centers, the District provides a broad spectrum of educational services to adult citizens of the City and County of San Francisco.

The District is governed by an elected seven-member Governing Board.

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S. I. Q.

STUDENT INFORMATION QUESTIONNAIRE

Fall 1986

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December 1987

Preface

In Fall 1986 the San Francisco Community College District enrolled some 53,816 students. Of these 23,205 were enrolled at City College of San Francisco in credit programs and 30,611 students at the Community College Centers, in credit-free or non-credit courses and programs. In order to meet the needs of these students, as well as potential students in our San Francisco population, we must know who they are, their backgrounds and their aspirations. This conforms to our notion of strategic planning for the District.

The College and Centers each follow a program review cycle in which all programs are reviewed for program quality and their effectiveness in meeting needs of current and potential students. The Student Information Questionnaire, our S.I.Q., is one of the tools used for information about our students. This document summarizes the District's eighth biennial S.I.Q. study and highlights facts about our student body which demonstrate their great diversity. It notes the changes over the years and thus emphasizes the need for flexibility in our program and service offerings. The faculty and staff must remain responsive to changing student demographics and even to anticipate them. We trust the reader will find our S.I.Q. useful both in understanding our present student body and planning to meet their needs. In our search for understanding, we move closer to our goal of excellence.

This S.I.Q. volume could not have been published without the support of many people throughout the District. Of course, it first required the enthusiastic encouragement of Hilary Hsu, Chancellor. In particular, Leslie Smith and Vivian Calderon, who coordinated the planning and the administration of the S.I.Q. at the Community College Centers and at City College respectively, deserve recognition for that massive job well done. Dan St. John merits special appreciation for solving the myriad of problems to produce the computer runs. Marie-Therese Denning has done a yeoman job typing this report and Sam Yee was responsible for the production of this volume.

Without the cooperation of administrators, faculty and staff, we could not have completed this survey. Of course a special word of appreciation to all the students who took the time and had the interest to tell us about themselves. All users of this document are indebted to all these people.

San Francisco Commumity College District
S.I.Q. - 1986

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Introduction and Overview

1.a

Introduction

By 1972 the importance of knowing about our students, their backgrounds and their goals was recognized, both to better meet their educational and related service needs and to plan for changes in numbers and characteristics of our student body. At the same time, we were inundated with requests from the legislature and other public bodies for more information about our institution. More hard facts were needed than we had. Because students in the non-credit programs enrolled in each class and only individual manual records were maintained, summary information about our non-credit student population could not be readily obtained. We, therefore, initiated the S.I.Q. (Student Information Questionnaire) in Fall 1972 at the Adult/Occupational Division, the forerunner of the Community College Centers Division.

Although the student enrollment process at City College provided more student data in computer files, only some of it could readily be drawn off in a useful form for analytic purposes and other desired elements were not at all available. Therefore, in 1976 the S.I.Q. was undertaken at City College and it has been conducted biennially in each division since then.

The process used is a continuously updated version of the one developed in 1972. Although we now have a more timely and complex student enrollment module in our computer system, the S.I.Q. process is still needed. The automated enrollment system, for the most part, does not include the S.I.Q. questions; as S.I.Q. responses are anonymous, we can ask for information which might not be appropriate in a student-identified file. We are pleased with the S.I.Q. process, time consuming that it is, although we recognize that a significant drawback with anonymous questionnaires is the inability to do any student follow-up, for example how a particular student's education objectives have changed or how they have been met. We plan to administer the S.I.Q. again in 1988. Prior to 1990 we will review the S.I.Q. process to determine whether it should be modified or replaced by expansion of the registration data and a tie-in to the matriculation process. A significant change in the 1986 process was to add more programmatic information to the S.I.Q. process making it even more useful for departmental review.

Different questionnaires and survey processes were used at the Community College Centers Division and at City College. Where possible, the questions were the same on both the College and Centers questionnaire forms, in particular the basic demographic questions. But, other questions either were reworded to be division-specific or designed to fit a specific divisional need. In so far as possible, questions were kept constant from year to year to provide the capability for trend analysis; but when deemed important, a new one was added and, perhaps, an old one droppped. Methodology and cautions are discussed in a later section. The reader should be aware that the Community College Centers administers all the non-credit courses and all the credit programs are under City College.

Report Organization

This report presents a District overview followed by an analysis of the students of the Community College Centers and of City College.

Section 1 presents a profile of the District's current students and an historic perspective of Centers and College students since 1972, the start of the S.I.Q. It is then followed by a summary of selected salient facts raising questions which could have significant bearing on how we prepare for the future.

Section 2 describes the Centers students from different perspectives dependent upon the specific cross tabulations used and Section 3 does the same for the City College students. The reader may find some redundancy within each segment necessary so that each may be read independently according to the reader's interests.

Section 4 includes a brief technical discussion on methodology and validity and includes copies of the questionnaires and City map with planning districts noted. It includes an enrollment summary table for 1986 enrollment in which S.I.Q. data was applied to enrollment data so that numbers of students as well as percentage distributions would be available.

1.b

Overview

Profile of District Students

The official Fall 1986 enrollment figure for day students at City College was 15,264, and evening division enrollment was 7,941, resulting in a total enrollment at City College of 23,205. There were 30,611 students registered in the Centers Division, day and evening which resulted in a District-wide student body of 53,816. During the year we serve many more persons because of the following factors:

1. New students enroll, not only at the start of each semester but all during the year, in short courses and in non-credit classes with open enrollment.
2. Students may drop out before Census week and are, therefore, not included in the Census week count.
3. Students in community service and contract education courses, for which state apportionment is not earned, are excluded from these enrollment totals.

The enrollment count also is not indicative of WSCH (Weekly Student Contact Hours) or ADA (Average Daily Attendance) because it does not reflect full-time versus part-time enrollment or varied student loads. Nevertheless, the number of students we serve at a given time, Census week, is an indicator of the magnitude of our educational programs and services and useful for trend analyses. This section describes the characteristics of San Francisco Community College District students attending in Fall 1986.

In 1980, U.S. Census data pegged San Francisco's population at 678,974 persons. The California Department of Finance has now estimated San Francisco population to be increasing, close to the 1970 population of 714,000. On a statewide basis the population increase could be attributed to births entirely. Deaths offset the net in-migration. Although the new population estimate might result in a slightly different demographic mix than reported in 1980 Census releases, such figures are not available.

We know about our students from our S.I.Q. (Student Information Questionnaire). For a District overview, the S.I.Q. percentage distributions day and evening divisions at

City College and all students at the Centers, were applied to the official enrollment counts given above and then totaled. That data is presented in Section 4 tables and described below.

In Fall 1986, for each one hundred male students in the District, there are about 125 female students. There is a slightly higher ratio of men in the Centers Division than in the College. This compares with a 50:50 split in the San Francisco population over 18 as recorded in the 1980 Census. An estimated 2,400 students are homosexuals or 4.5% of the student population. They include 1,478 gay men and 927 lesbians. In the College evening program about 10% identified themselves as gay men or lesbians.

The typical San Francisco Community College District student is 30 years old and 61% are in the prime career development years of 21-44. College students attending in the daytime are younger with a median age of 22; the median at the Centers is 35. About 42% of college day students are twenty or younger, emphasizing that the traditional college day student, the recent high school graduate 17 through 20 years old, although no longer the dominant cohort is still a significant segment of City College. About one in four are 21 through 24 years old and another one in four are 25 through 34 years old with only 10% who are 35 or older. More than 80% of evening students at City College are in their prime career advancement years of 20 through 44 with about 10% younger and 10% older. Centers students are more evenly distributed among all age groups. Nevertheless, 59% are between 21 and 44. Some 23% are 65 or older compared to 2% of College students.

Some 72% of our students are members of an ethnic minority, a significantly higher proportion than the approximately 50% in the San Francisco population. The ethnic composition of the student body varies significantly between City College and the Centers and then further among the educational programs. ESL classes, primarily at the Centers, serve mainly Asian and Hispanic students and to some degree explains the difference in student ethnicity between City College and the Centers.

SFCCD serves a larger proportion of Chinese students than one would expect from the San Francisco population mix particularly in the Centers and in the day division of City College. Blacks are about 10% of the student population in each division compared to 12% of San Franciscans. Hispanics account for about 15% of District students, compared to about 12% of the San Francisco population. Language may explain these differences. The ethnic composition is shown in table following:

Percent Distribution by Ethnicity

	Centers	College			SFCCD	S.F. Population
		Day	Night	Total		
White	22.7	27.2	47.7	34.2	27.7	52
Chinese	33.7	30.2	16.6	25.6	30.2	12
Black	9.7	10.0	8.5	9.5	9.6	12
Hispanic	18.3	10.7	10.2	10.5	15.0	12
Other	15.6	21.9	17.0	20.2	17.5	12
Total	100.0	100.0	100.0	100.0	100.0	100

The primary language spoken at home is very closely related to ethnicity. Table following shows the distribution of ethnicity compared to their probable language spoken at home.

Ethnicity		Language Spoken at Home	
Black	9.6	English	47.8]
White	27.7		]
Hispanic	15.0	Spanish	11.8
Chinese	30.2]	Cantonese	22.4
	]	Mandarin	3.4
Filipino	6.5	Pilipino/Tagalog	3.9
Japanese	1.4	Japanese	0.8
Southeast Asian	4.3	Vietnamese	2.9
Other Asians	2.7	Korean	1.0
All Others	2.6	Other	6.0
All	100.0	All	100.0

It can be deduced that although some of the Hispanics and Asians speak English at home, most speak another language. In San Francisco according to the 1980 Census, 198,000 or 35% of persons 18 years and over spoke a language other than English at home, and of these, 51,800 or 26% did not speak English well or at all. They are potential ESL students. We estimate we are serving about 25% of them in the Centers Division with some additional ESL students at City College.

Almost 45% of District students use public transit, or about 24,000 students. These students may attend classes from one to five days a week. If one assumes that on average the typical student attends classes three days a week, then these 24,000 students contribute over $100,000 weekly to the operations of MUNI and BART. That the Centers Division offers classes in the neighborhoods where it is needed is evidenced by the fact that 27% of the students walk to class, with a District-wide average of 17%.

Compared to trips to work made by all San Francisco residents, students are less likely to use a car or a car pool but rely more on walking and public transportation.

	Students to class	Population to work
Car-Driver	30.3	33.8
Car-Pool	4.0	12.5
Public Transportation	44.4	38.6
Walk	17.3	10.9
Other	4.0	4.2
Total	100.0	100.0

About one in nine District students already has a baccalaureate college degree or higher attained in the United States ranging from 6% of College day and 10% of Centers students to 28% of College evening students. This compares with 28% of San Franciscans 25 or older. An additional 7% of our students have a community college degree. These figures do not include those students who may have done college work as part of their foreign education. Some 45% of both College and Centers students report a foreign education. At City College 29% reported that they had at least some college work in their foreign education.

Some 65,560 San Franciscans were enrolled in a college according to the 1980 Census. As our Fall enrollment count was 53,816, we might be serving 82% of all San Francisco college attendees. However, aside from the change in the six years, this comparison is questionable. We do not know, for example, if Centers students considered the Centers Division as college attendance in response to the Census question on college attendance. Also about 8% of those students with valid local ZIP codes live outside San Francisco, or about 4,350 students. Thus, the 82% may be high but certainly the San Francisco Community College District is the dominant factor in post-secondary education in San Francisco.

Almost six of every ten day students at City College and three of ten evening students stated that it was their immediate goal to transfer to a four-year college. It is apparent that others had long term goals to transfer based on reported transfer plans. However, it appears that this transfer goal is optimistic; it would result in more than 11,500 City College students transferring each year. The transfer intent appears to show a very high inverse correlation with student age: the younger the student the higher is the transfer expectation. Of those City College students who do plan to transfer, some 38% expect it will be to San Francisco State and 11% to U.C. Berkeley. Another 13% choose other UC and CSU campuses; 25% are undecided.

Some 16% of District students have the immediate goal of learning English, 28% of Centers and 2% of College students. Once accomplished, they may continue on with other goals. For example, students may need to learn English before seeking a degree or getting specific job training which would result in educational goals in other categories being understated. About one of four of District students do have immediate career goals; occupational goals are higher at the Centers as the transfer goal is predominant at the College. Another one in five is taking classes to broaden his or her background, primarily at the Centers and in the evening division at City College.

Almost one of five of the students were attending District classes for the first time, a fairly consistent proportion among all divisions. About three in five were continuing students having attended either the prior spring or summer. The remaining one-fifth were stop-outs, divided between those who had attended a year ago and those who were away longer. The proportion of stop-outs was lowest for Day division at City College.

The Centers student on the average attends classes eight or nine hours a week. Some 20% take 18 or more hours per week, most of whom are ESL students; ESL is offered largely in ten hour blocks. The typical College day student is taking twelve units, but 12% are taking 16 or more units while another 13% are taking five or fewer units. In the evening division 60% are taking five or fewer units but some nine percent are taking full-time loads, but do not consider themselves to be full-time students.

Some 36% of our students work full-time, ranging from 25% of the College day students to 77% of College evening students; 32% of Centers students work full-time. Concomitant with the high proportion of evening students working full-time, only five percent are seeking work at this time compared to 13% of Centers students and ten percent of College day students. Some seven percent of Centers students are full-time home-makers and about 14% are retired. Home-makers and retired persons are a very small number in the College.

The question continually arises as to whether we educate our students for jobs in San Francisco or outside of San Francisco. We have no follow-up information to answer that specifically. However, we do know that in the recent past two of every four persons five years or older lived in the same house five years ago. Another one of four lived in a different house but in San Francisco. Thus, to the extent that the general population is representative of the student population something like 75% of our students remain in San Francisco in a five year period. If one assumes that students are more mobile than the general population, we are educating students for societal and perhaps Bay Area and not specifically for San Francisco needs.

Of those San Francisco residents whose workplace was identified in the Census, 29% worked in the Central Business District of San Francisco and 57% worked elsewhere in San Francisco, leaving 14% commuting out of San Francisco. Almost half commute to San Mateo, a third to the East Bay and the remainder to Marin, Santa Clara and elsewhere. It could be expected that about one in five of our students will work outside of the City: 14% based on general population pattern and some of the 8% who now live outside the City. With increasing numbers of people commuting to San Francisco to work, we might expect increasing numbers of non-San Franciscans in our classes.

Correlating to the occupational pattern, is the pattern of household income. The median household income of District students is $12,000; 52% of Centers students are from households with less than $10,000 income as are 42% of College days students and 19% of evening students.

Despite the higher household income level of College evening students, some 37% give low fees as their primary reason for selecting CCSF; this compares to 28% of College day students. This differential may relate to the greater family responsibility of the older evening student; we do not have information on family composition. The second most significant reason for selecting CCSF was a special program reported by more than one in five students in both day and evening. A new response option this year was the reputation of CCSF which was the third most mentioned reason.

At the Centers, almost one in two learned of the class from a friend, with 13% from inquiry at school, and 13% from either a teacher or counselor. Other forms of publicity, mostly print items, account for the remaining one in four students.

Some 27% of the District students felt they did not require any special student services. However, 87% of College day students would like a student service and almost as many would use at least two such services. Of the student services desired, job and career counseling was predominant, followed by program planning. College day students were next interested in transfer information and Centers students in job placement assistance. Although 51% do not expect to have a problem completing their courses, some 15% recognize either speaking skill or reading/writing skill problems, the former more at the Centers and the latter at the College.

An evaluation question was included in the Centers questionnaire. Some 46% thought instructional quality was excellent and 39% rated it good. Only 4% rated it fair or poor.

1.c

Historical Perspective
Community College Centers

The S.I.Q. has been a valuable resource available since 1972. The questions asked of students have been kept constant for the most part so that there might be historic continuity over the years. However, where warranted, questions have been dropped and new ones added; and, in few cases, the wording has been changed to sharpen the intent. Probably the most significant change in wording was in the income question which was first included in 1976 requesting income of student and spouse, and changed in 1980 to requesting household income information. With changing demographics and life styles we felt this would give more consistent and meaningful income responses and also it was a question included in the 1980 Census. Also in 1984 a question was asked on sexual orientation and modified for inclusion in the 1986 Survey.

The series of charts which follow summarize S.I.Q. data by showing a bar representing a proportion of respondents for each S.I.Q. year (biennial since 1972) for the specific characteristic measured. Also shown is a "pie-chart" for 1986 and comments on signficant changes noted in those characteristics. The data for these charts are shown on summary tables in Section 4 for each division. Small changes from period to period may be statistically insignificant but data for enough years are available to indicate whether, in fact, trends exist which might be projected or whether there are hints of potential trend reversals. These are useful for planning purposes.

The most significant change in the student body since 1972 at the Centers Division appears to be in the ethnic mix with continuing increases in minority students. The proportion of white students was cut in half in the fourteen years, from almost one in two to less than one in four in 1986. The proportion of Blacks declined through 1980 and is now on an upward trend, but still below the level of the 1970's. The proportion of Hispanics is also rising since 1980's and is now at its highest percentage. There is every indication that these trends will continue. The proportion of Chinese almost doubled so that now Chinese account for one in three students. Southeast Asians have declined in the last four years and it is thought some may now be included with ethnic Chinese. All Asian students taken together show a slight decline and trends may be dependent on world affairs.

This change in student ethnicity is clearly reflected in other student characteristics. The proportion of students whose primary educational goal is to learn English had increased rapidly but now seems to have stabilized at 26% just below the 1982 peak with a slightly smaller proportion of students now in ESL classes, and with this the number of hours per week in class decreased also. The relative importance of occupational program remained about the same as in 1984 at 23% of all students. Students seeking a better job or a new occupation have decreased slightly. On the other hand, students seeking to transfer to four-year colleges have continued to increase since 1982 and are above the previous high of 1972.

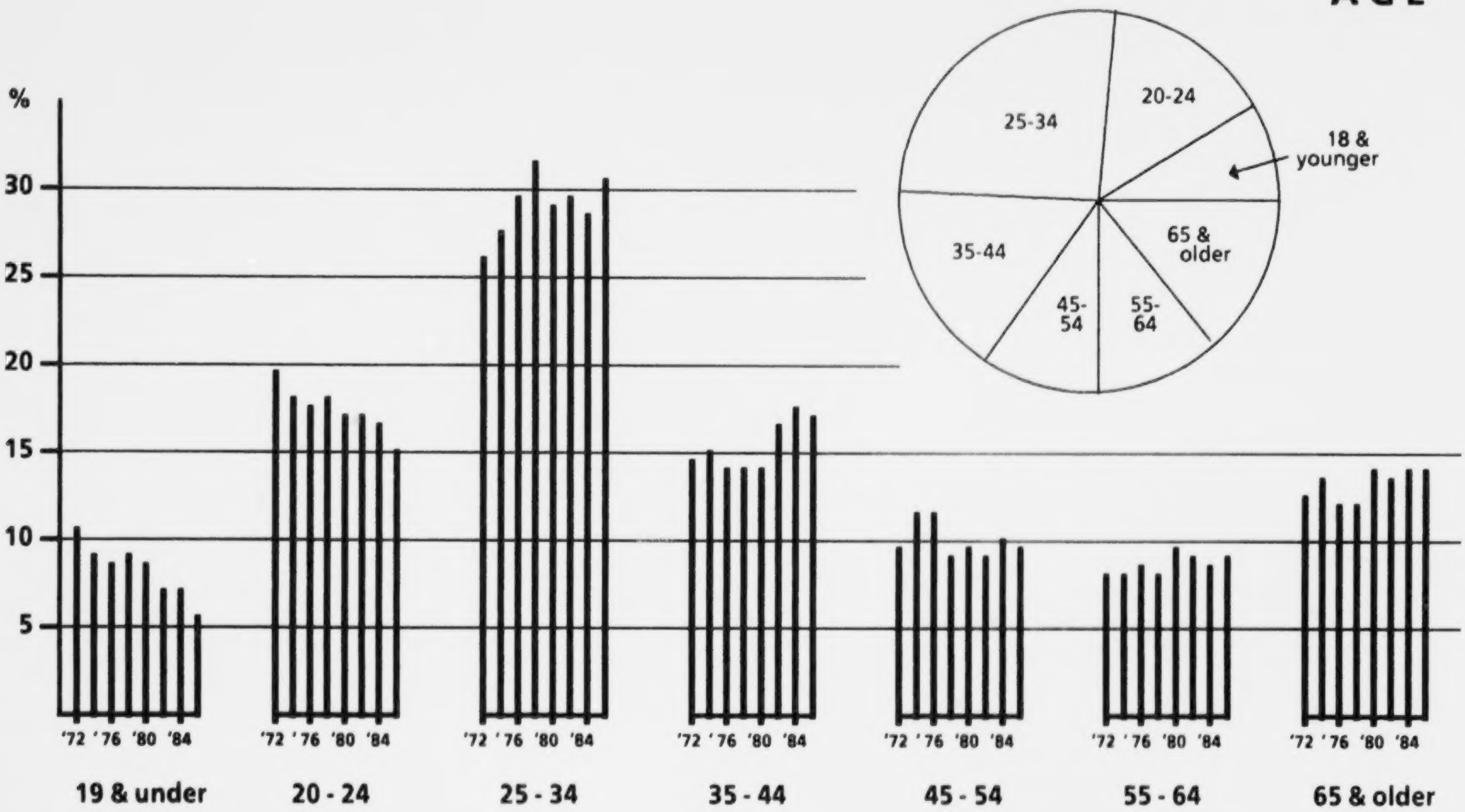
The proportion of new students who had never attended a Centers class before this semester dropped from 37% in 1976, the first year the question was asked, to 22% in 1984 and is about the same in 1986. "This may reflect residential stability among San Francisco adults. Those returning after a year or more away from classes appear to be on an upward trend, perhaps emphasizing the flexibility provided by the Centers Division.

The proportion of students who worked full-time, about one in three, has not changed very much since 1982, but is lower than the 40% in the middle 1970's. Students seeking work have declined slightly in the last four years but is still considerably above the levels in the 1970's. However, those working only occasionally have increased in the last two years, the first time that response option was offered, perhaps reducing the number who would otherwise have reported they were looking for a job or at home. Job counseling was the service deemed most useful, a significant increase offset by a decrease in educational program planning. However, the results are influenced by a change in the wording of the response from career guidance to job counseling.

Median student household income increased about 10%, keeping pace with the inflationary rate, although there had been no change in the prior two years or a loss in real income.

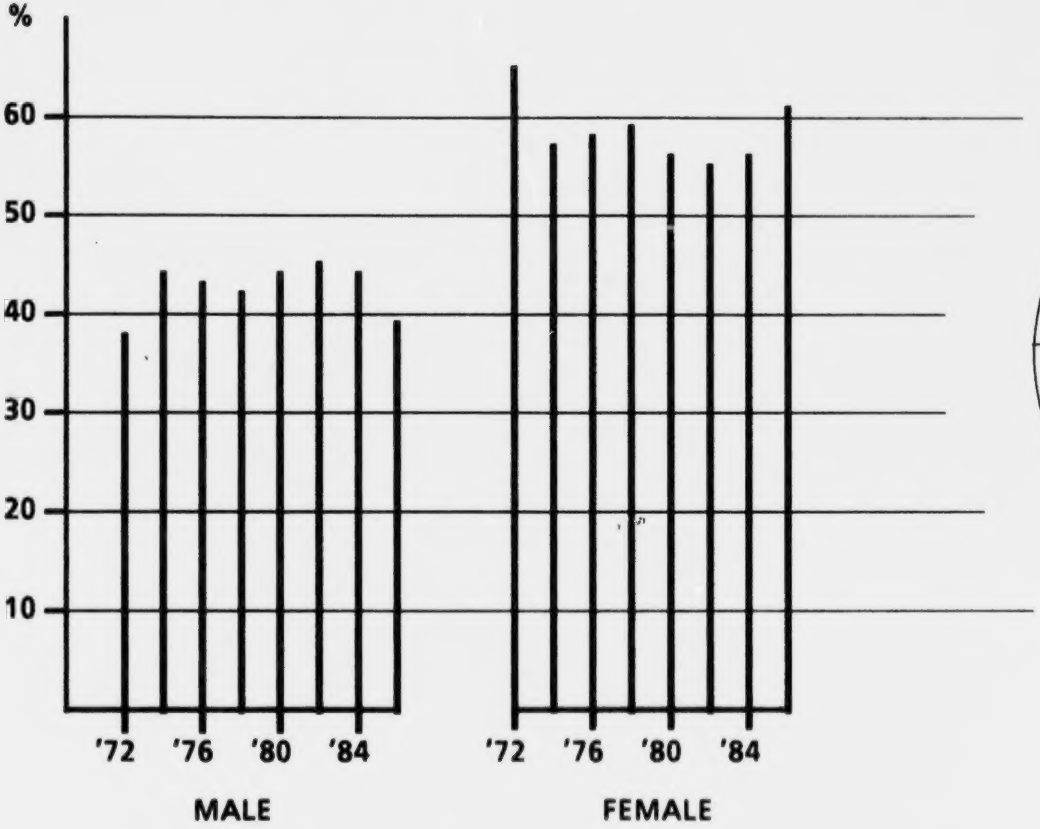
More classes are being held in District and other public and community facilities such that classes in commercial and private spaces were reduced, continuing a ten year trend. There has been a slight but contiuing trend upwards since 1974 in the proportion of students who attend morning classes, from 37% to 49% offset by the continuing decline in students in classes after 6 p.m. This, of course, impacts on teacher scheduling. A steadily increasing proportion of Centers students are taught by scheduled full-time teachers; since 1978 the percent taught by hourly teachers has dropped from 65% to 53%.

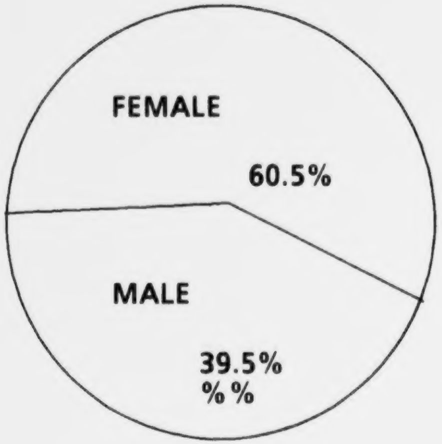
AGE



- About half of all students are 35 or older, about the same as in 1984.
- 30% of all students are in the 25-34 year age bracket.
- The 25-34 year old age group is the modal group at five Centers, accounting for about one third of their respective student bodies. At Mission and John O'Connell, the modal populations are 65 and older, also accounting for one in three students.
- Since 1972 the younger students under 25 have been declining; they now are about one in five.
- Those who may be thought to be in career reevaluation years, 35-44, are just a slightly smaller proportion than 1984, more than offset by the increase in 25-34 year olds, perhaps the baby boomers of the 1950's.

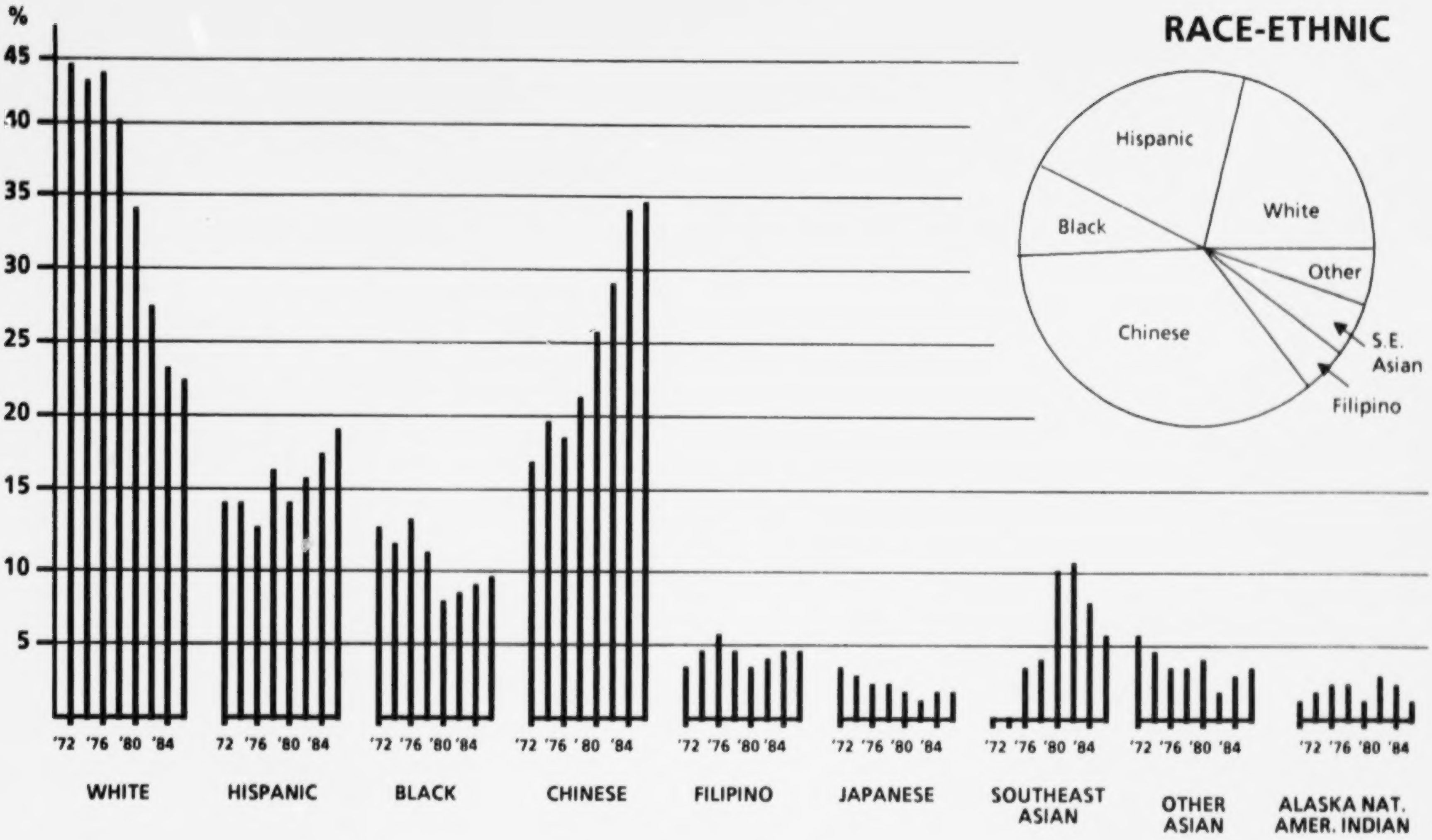
SEX





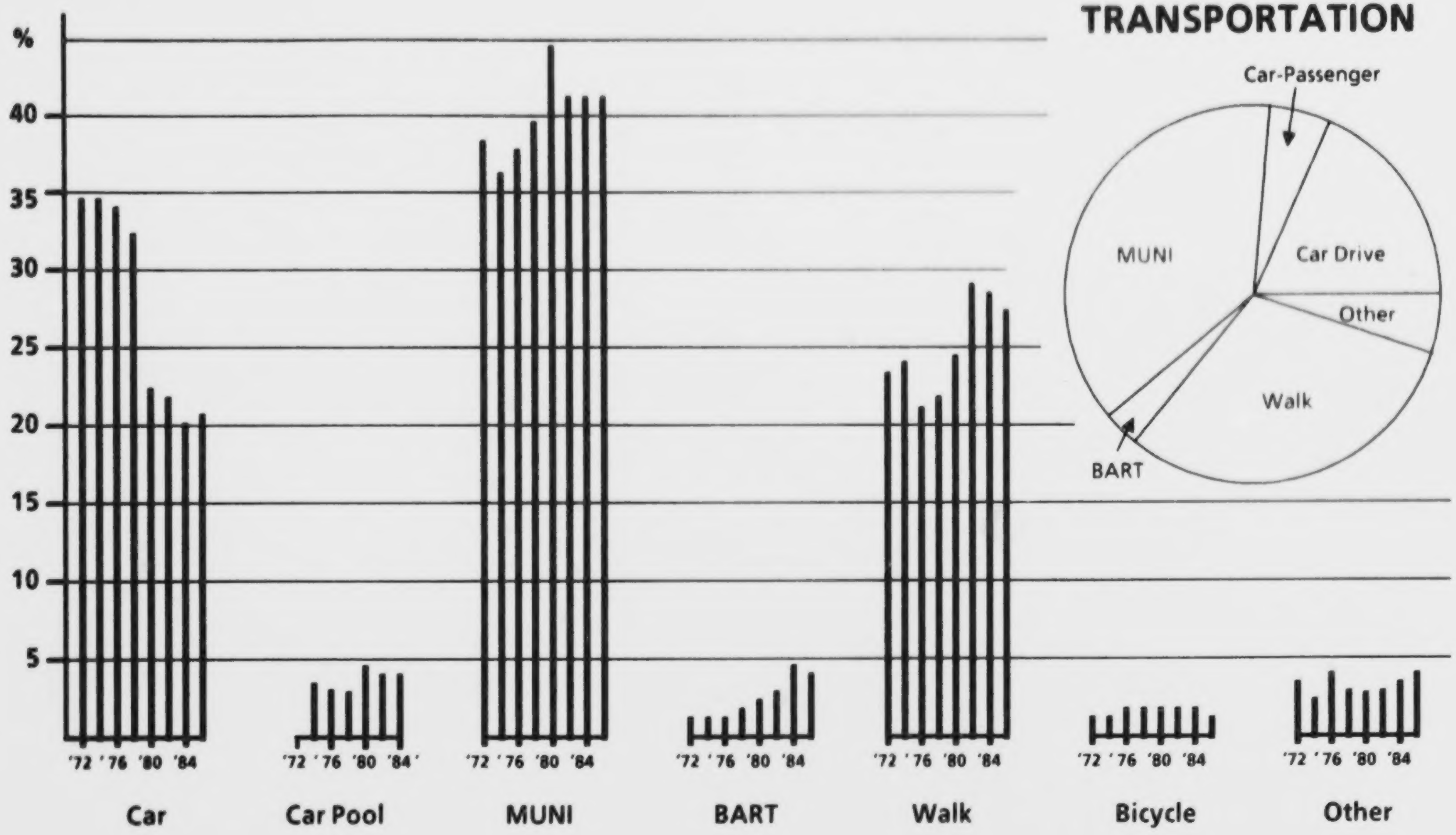
- Six of every ten students are female.
- The proportion of male students is lower than it has been in any year since 1972.
- Many programs are still perceived as being primarily for a single sex and thus the mix at each Center varies dependent upon the programs, generally with a 2:1 variation.
- Alemany comes closest to the division average with 41% men and 59% women; John O'Connell with its shop programs, serves more than twice as many men as women, about the same as 1984.
- Southeast Community College Center serves many more women, 70% to 30% women, about the same as its predecessor, the Skills Center.

RACE-ETHNIC



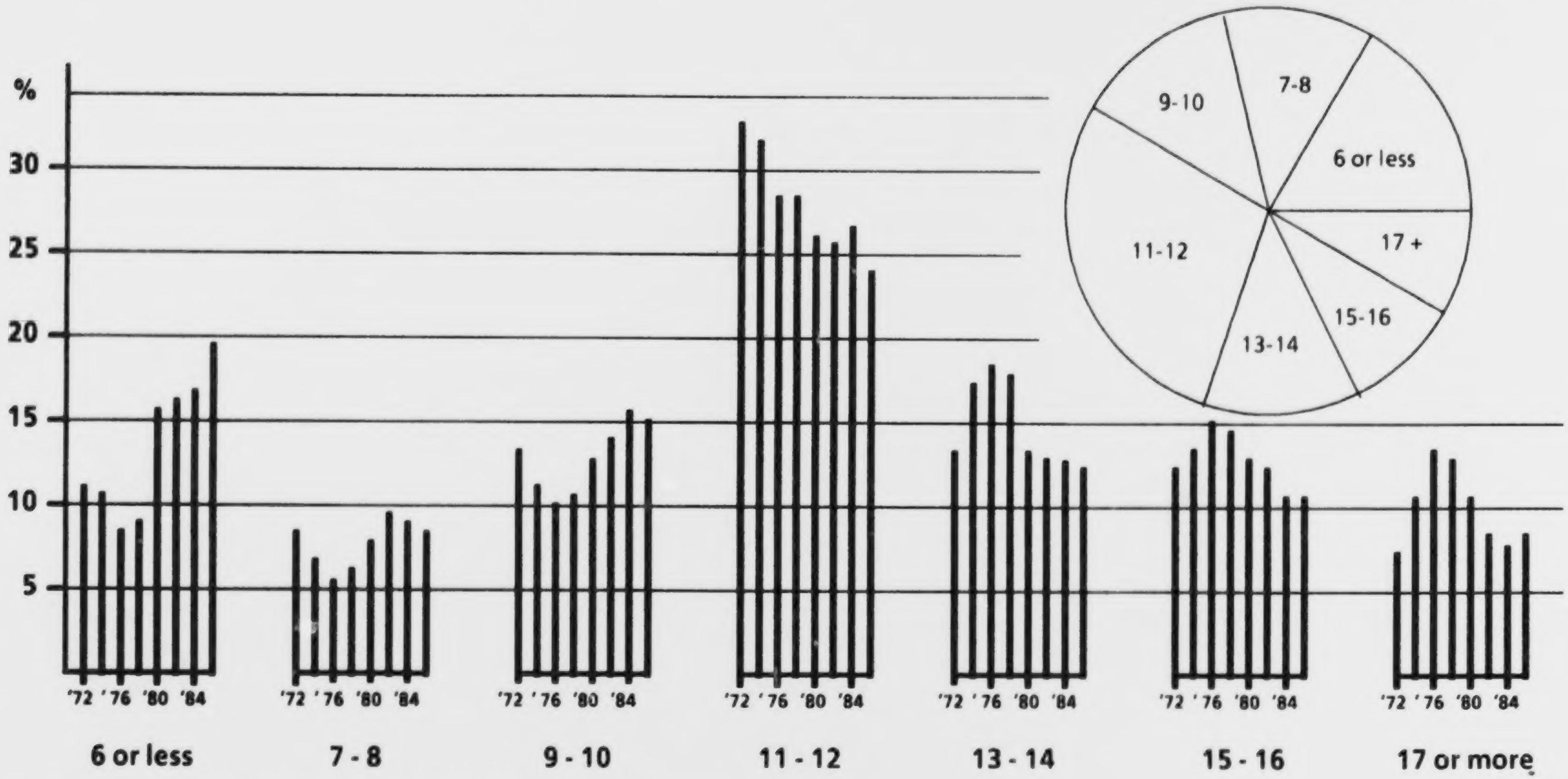
- More than three of every four students are of a racial or ethnic minority.
- Of every 100 minority students about 56 are Asian, 13 are Black, 24 Hispanics and 6 Filipino.
- The proportion of Chinese students has increased since 1972 surpassing the number of white students in 1982. Southeast Asian have declined but they may consider themselves ethnic Chinese, accounting for some of that increase.
- The proportion of Black, Hispanic and Filipino students have increased steadily since 1980.

TRANSPORTATION



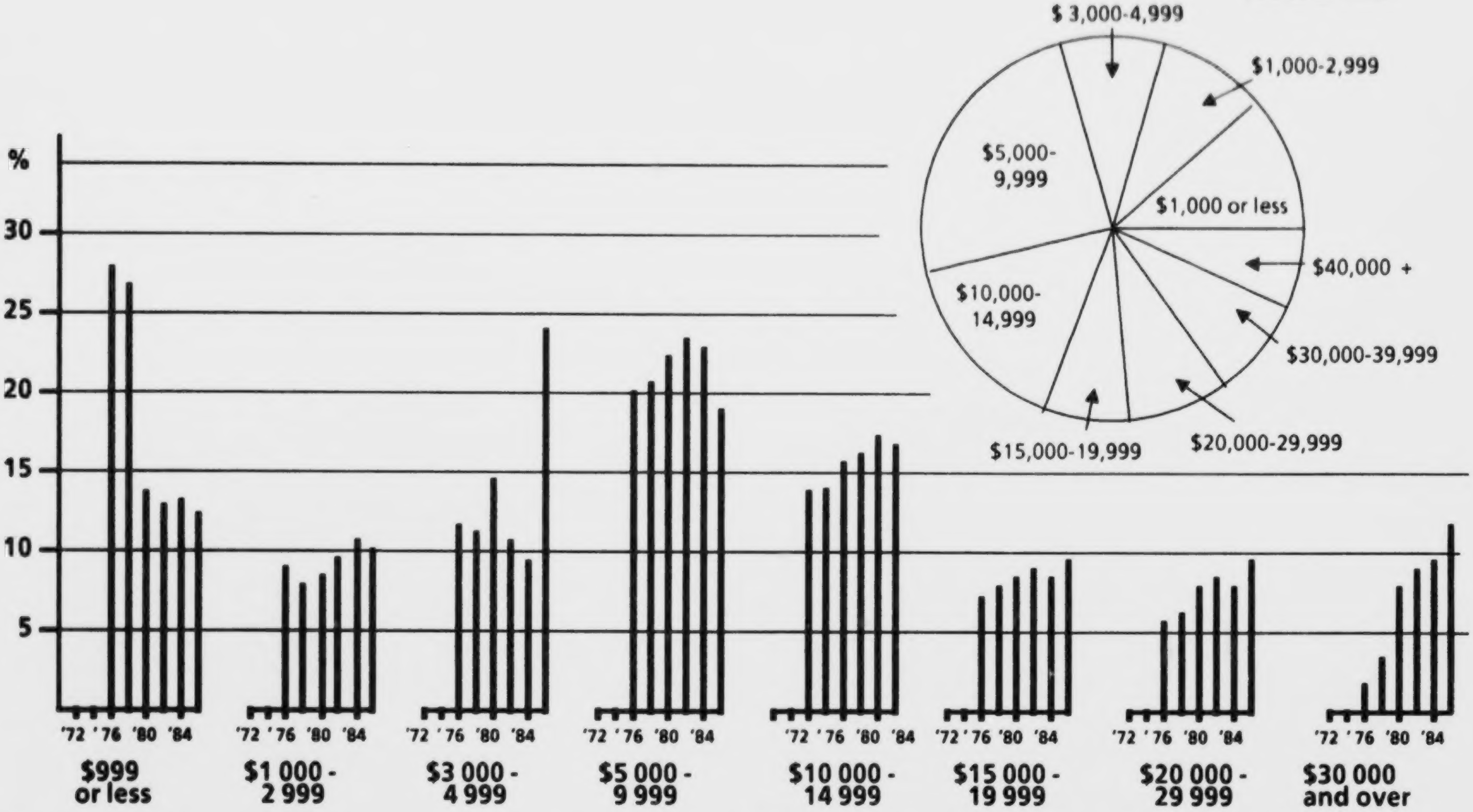
- The proportion of students driving to class decreased considerably from the 1970's to 1980's with 1986 about the same as two years ago; about one in four uses a car either as driver or passenger.
- Use of public transportation to get to classes and walking remain at about their recent levels, but still a decline from their 1980 peak.
- Half of Alemany students use public transit as do 64% at Downtown Center.
- 95% of John O'Connell and 42% of Skills Center students use a car to get to class.
- 48% of Chinatown students walk; the least proportion of walkers is at John Adams where 12% walk.

YEARS OF SCHOOL



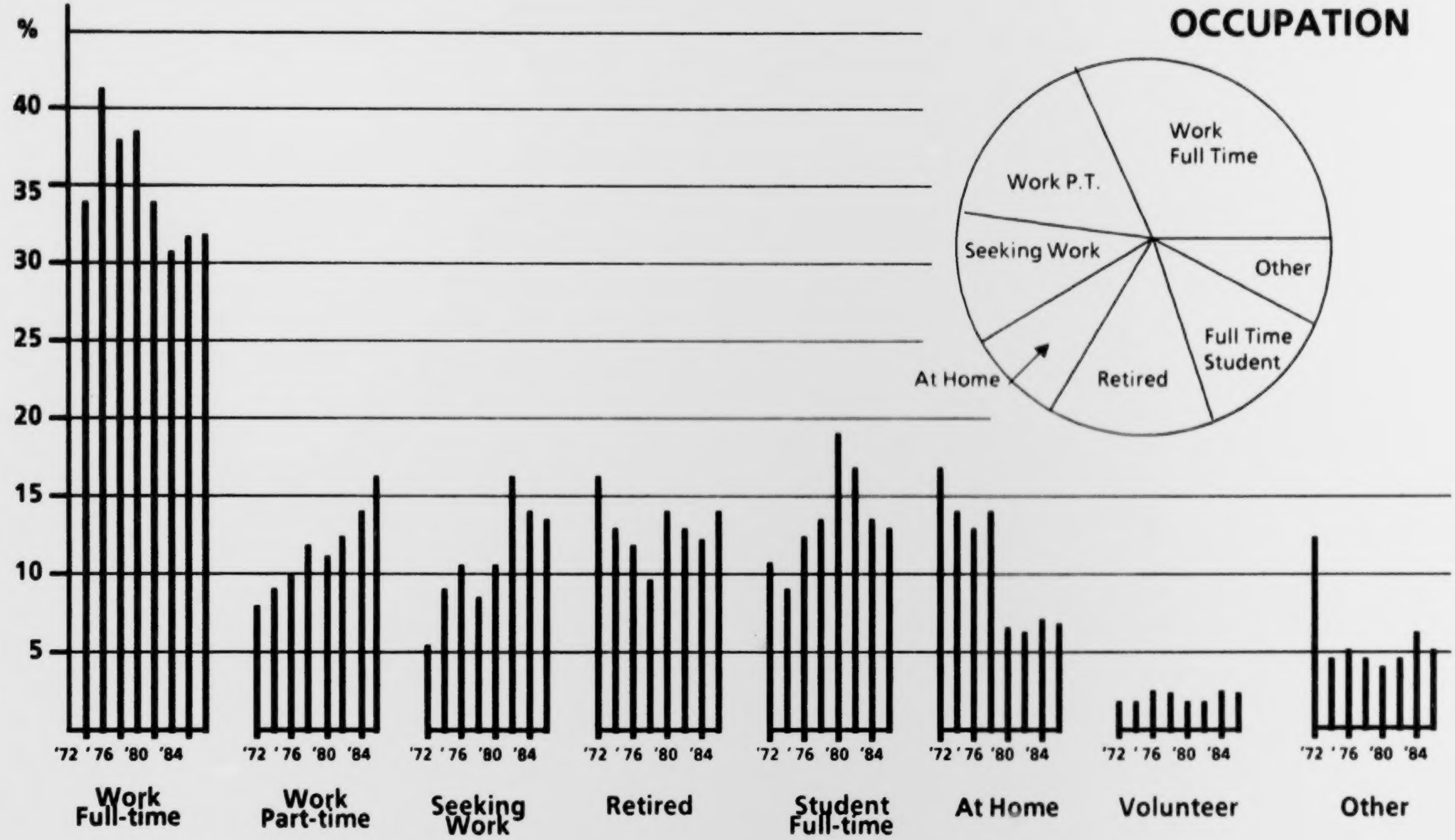
- More than one in four students completed eight years of schooling or less.
- The proportion completing 15 or more years of school remained about constant. Educational level has decreased; fewer have completed high school, offset by greater proportion who completed six or fewer years.
- 40% received their education outside of the United States, lower than two years ago but twice the rate of the 1970's.
- Because of the large numbers of foreign-born persons with foreign education, one cannot surmise changes in the level of education based on years of education alone.
- Of those with some education in the U.S., 30% earned at least a Community College degree, slightly lower than the 35% in 1980 but about the same as 1974 and 1976 before the large Asian immigration.
- 80% of Alemany students and about 48% of Chinatown and Downtown Center students had a foreign education compared to 10% at John Adams.

INCOME



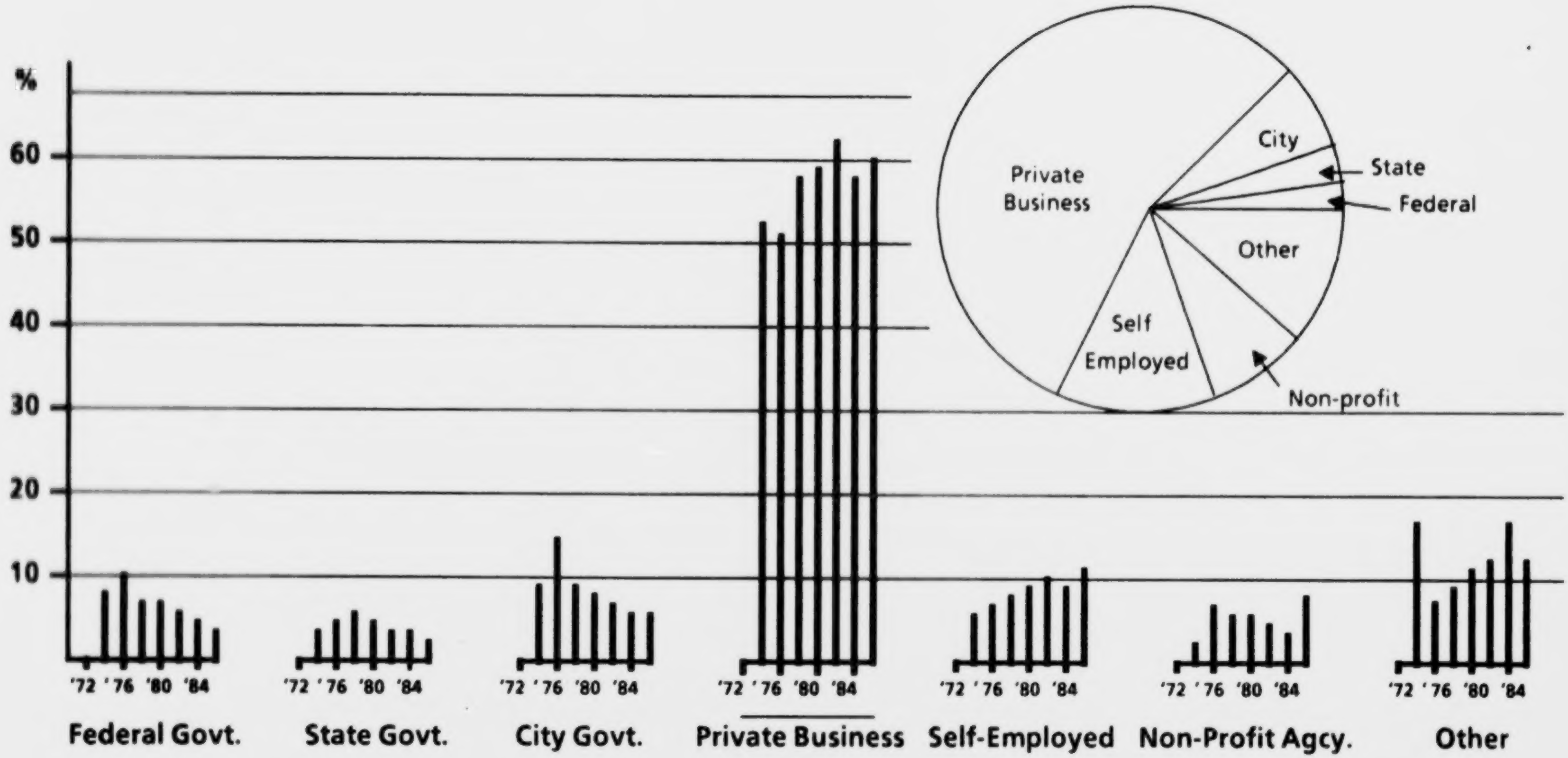
- Starting in 1980 the question requested household income rather than the income of student and spouse. Thus it may be expected that incomes might be higher in 1980 and following years. As inflation was not considered, it would be expected that incomes would rise.
- About one in four students report household income to be less than $3,000, about the same as last year. More than one in five report over $20,000 household income.
- The median income is about $9,300, that is, half the students are in households with incomes above and half below that number. Two years ago it was about $8,600. The increase is about the inflationary increase and thus on average, real household incomes are constant.
- The median income varies from Center to Center ranging from $6,300 at the Southeast Center to about $13,600 at John Adams, a smaller range than two years ago.

OCCUPATION



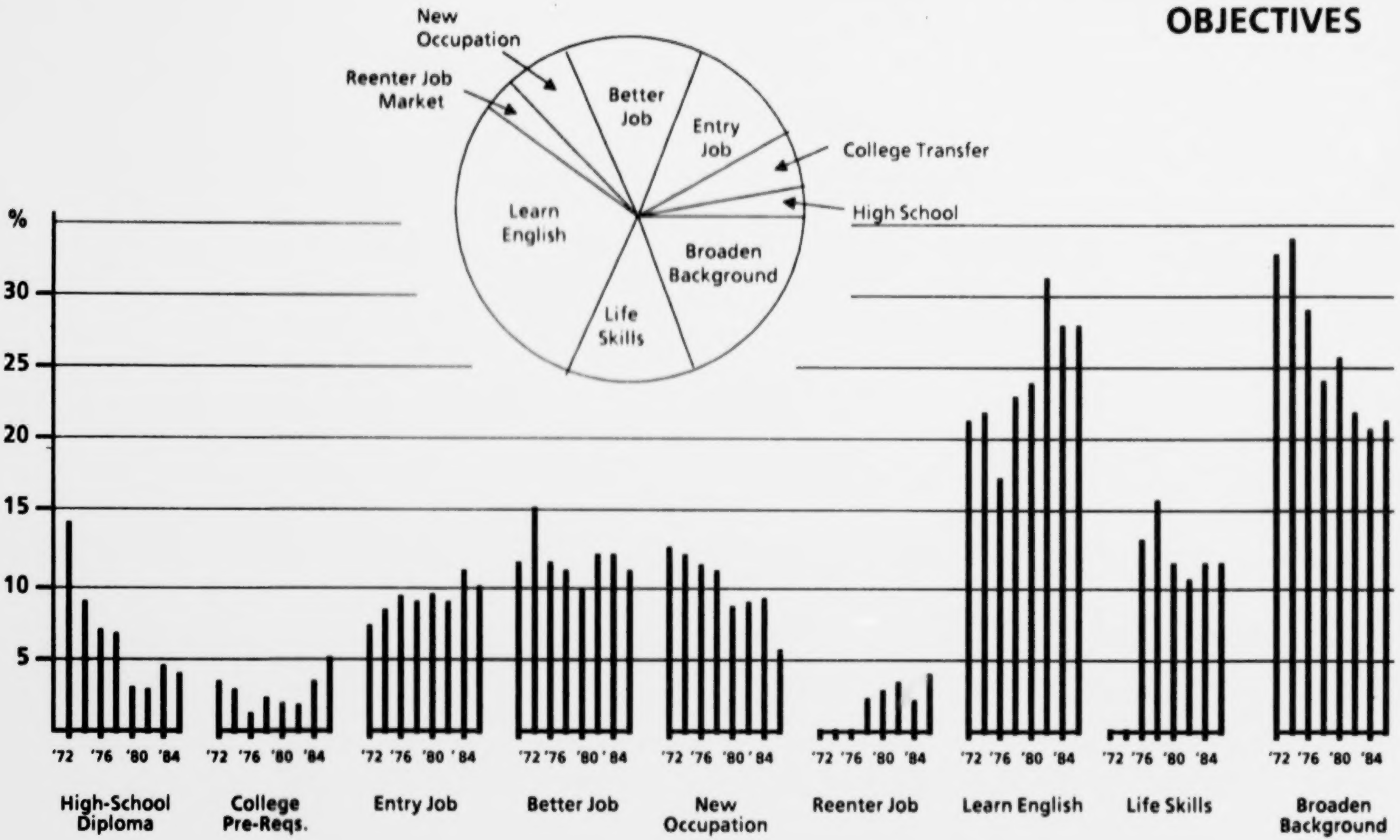
- About 31% of the students are working full time, about the same as last year but lower than a decade ago
- The proportion of students seeking employment has decreased slightly from its highest level, now 13%.
- The proportion of full time students continues down from its 1980 high to about one in eight students.
- About 21% have no major occupation outside the home, being either retired or homemakers, about the same as 1982.
- Those working occasional part-time have increased, perhaps explaining decline in those reporting seeking work or major occupation.

IF EMPLOYED, THEN BY



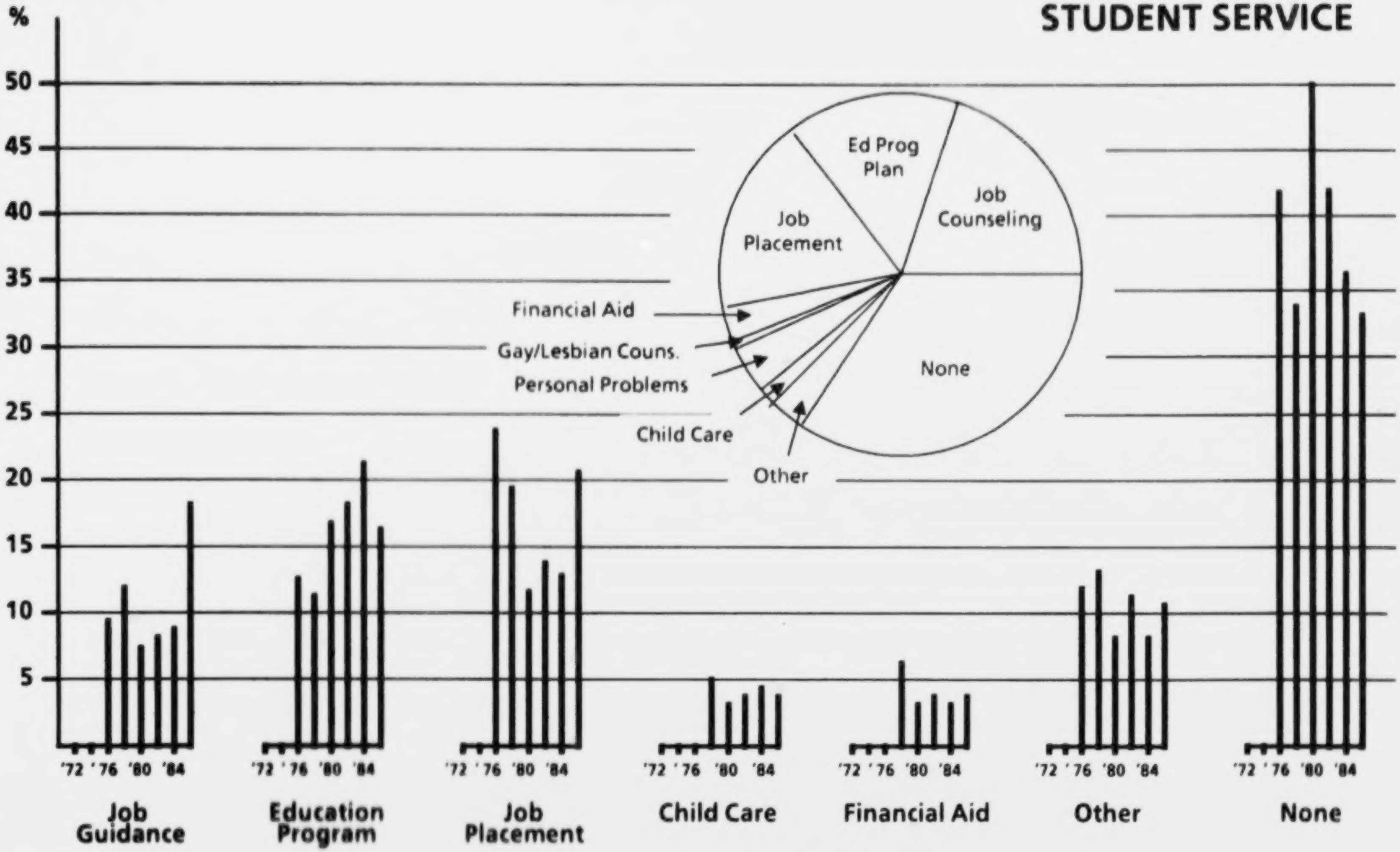
- About 61% of the employed students work for private business, slightly increasing since 1978.
- The proportion in the public sector has continued to decrease to 10% from its high of 27% in 1976. This may be served now by the Contract Education courses, not included in the S.I.Q.
- Self-employment is now at about 11% of all employment.

OBJECTIVES



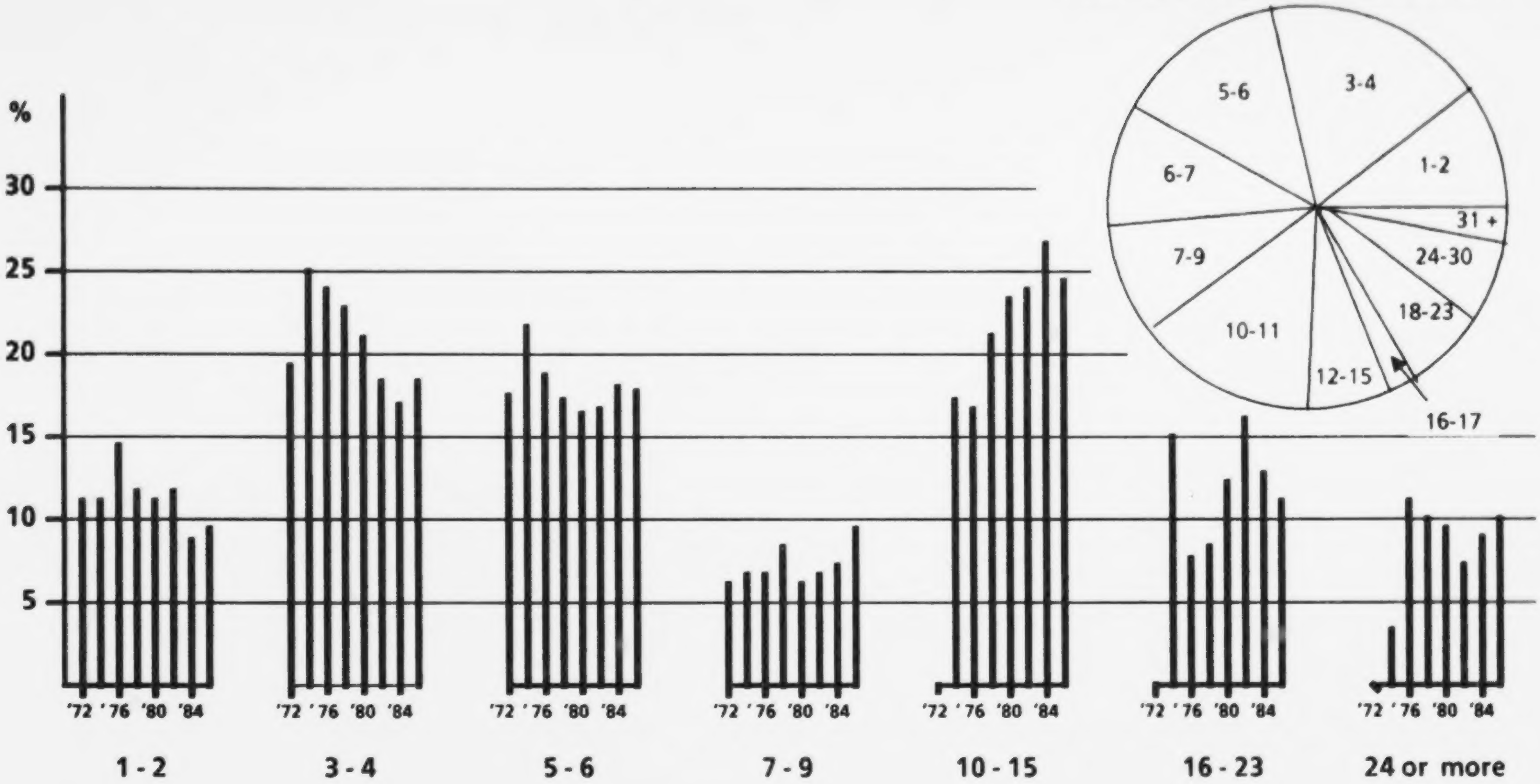
- Three in ten students have a direct job-related goal, down from 1982. A lesser proportion are seeking to change to either a better job or a new occupation than 2 or 4 years ago.
- About 28% of the students have the primary purpose of learning English, a necessary foundation for job skills.
- About 4 % are studying for their high school diploma and 5% to transfer to college. This latter group, though small, has about doubled since 1984.
- One in five students is taking classes for general improvement or to "broaden background," about the same as 1982.

STUDENT SERVICE



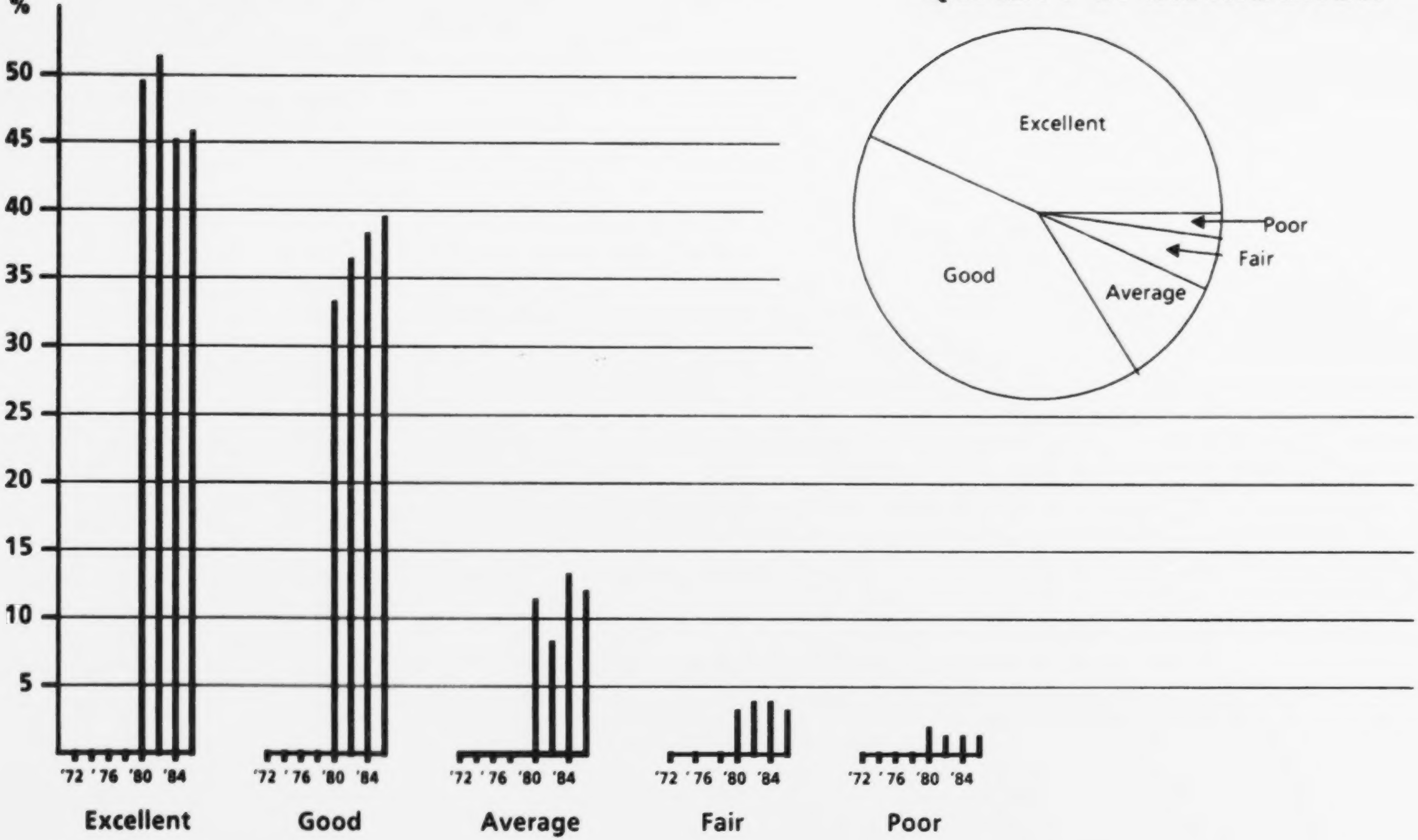
- More students plan to use student services than in prior years; only 32% of students do not, compared to 50% six years ago.
- An increasing group want assistance in job counseling and lesser in educational program planning, possibly because the "job counseling" category was changed for career guidance.
- Request for job placement assisance is starting up, but still considerably below its 1976 high.
- Only 4% of the respondents felt that student financial aid services was of greatest importance to them.
- In the "Other" category are included 6% concerned with personal problems, a significant increase from 2.3% in 1984.

CLASS HOURS WEEKLY



- About one in ten students attends class only 1 or 2 hours weekly; more than one third attend 3-6 hours weekly and one in five attend 18 or more hours weekly.
- The proportion of students attending classes 10 hours a week and 20 hours a week has declined slightly which might be explained by a reduction in students taking ESL, most of which courses are scheduled in ten hour blocks.
- Casual students, or those taking four or less hours per week show a trend reversal with a slight increase offset by decrease in students with heavy loads.
- At Alemany and Southeast Community College Center more than half the students are taking 12 or more class hours weekly.

QUALITY OF INSTRUCTION



- This question was initiated in 1980 as rough indicator of student satisfaction.
- Almost one of every two students rated instruction as excellent and more than one in every three rated it good.
- Less than four percent felt instruction was below average, either fair or poor. It was consistent at all centers increasing to only 9.5% at one Center.
- The perception of quality seems to have changed only slightly, but with consistent satisfaction.

1.d

Historical Perspective
City College of San Francisco

The S.I.Q. has been held on a biennial basis since 1976 at City College, and for the most part there has been continuity of the questions and process to allow historic comparisons. Probably the most significant change in wording was in the question on income; in 1980 the request was changed to household income from student and spouse's income. However, some new questions have been added; in 1984 a question was asked on sexual orientation and modified for inclusion in the 1986 survey.

The series of charts which follow show the pattern observed since 1976. The percentage responding to each of the possible responses is given for each S.I.Q. year; for the day division it is shown as a bar. Corresponding evening division data is shown by a cross mark on the appropriate bar. The 1986 data is also presented graphically as a separate pie chart for the day and evening division. Brief comments are given on each chart and the data for each chart is given in Section 4 tables. Small changes from period to period may be statistically insignificant, but enough years are available to indicate trends.

College students appear to a continue a long term trend with more women than men students, after a two-year period of potential trend change. There has been a small but steady decline in number of students 20 and younger in both day and evening, offset by a slight but steady increase in the 35-44 year olds. In other age cohorts changes are even smaller.

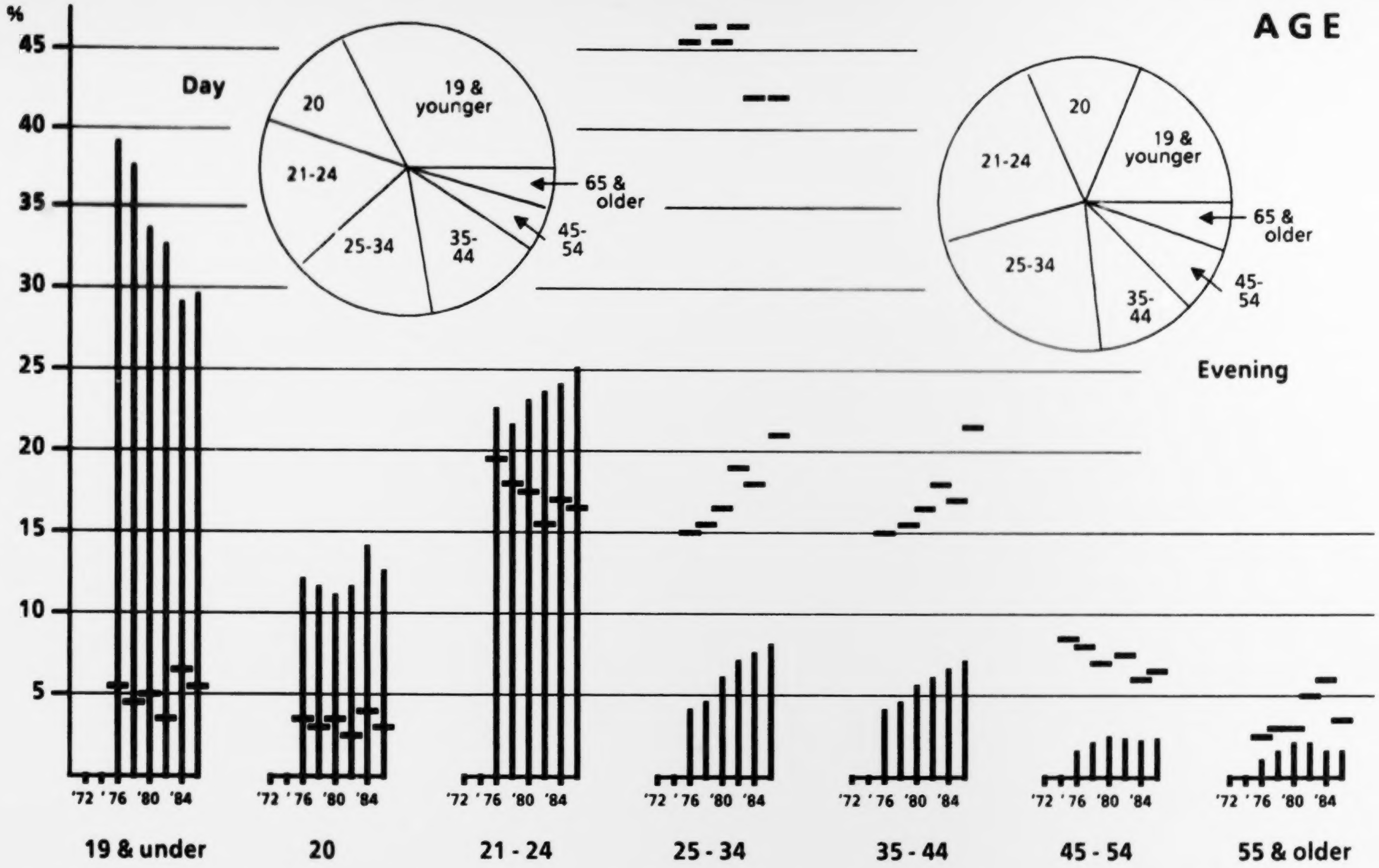
In both day and evening, the proportion of White students increased somewhat, which may be the beginning of a reversal of a long time trend. In the face of that increase, Hispanics increased slightly as did Black students during the day but the proportion of Asian students declined. The differences are slight.

A continually increasing proportion of day students report that transferring to a four-year institution is their goal with a concomitant loss in the two-year program as a terminal degree. This taken together with the slightly older age may indicate a change in what had been considered the traditional community college student. There is a very slight but apparent decline in students with immediate occupational goals.

There continues to be a decline in both day and evening students in the proportion who chose City College because of lower fees and tuition; an increase was evident in those who chose CCSF because of its special programs.

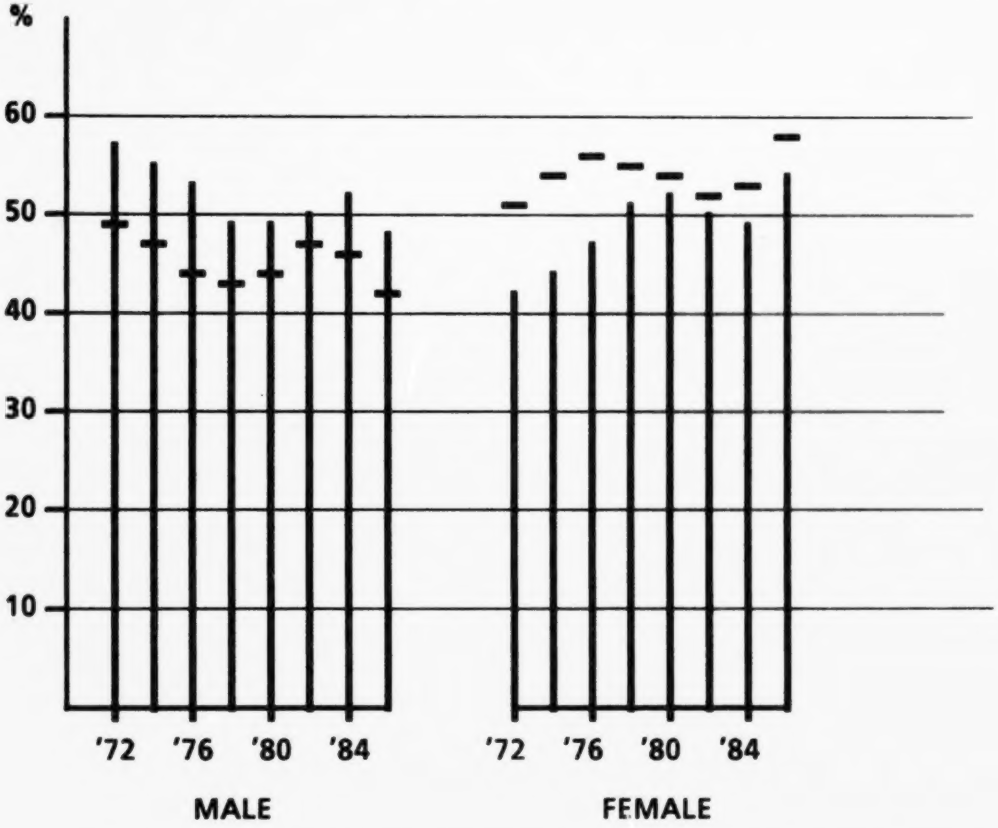
Day students seem to place increasing reliance on working full time. The proportion of full time students had seemed to be on an upward trend and the small downturn is not yet enough to be significant. However, regular part-time work took a large jump up, apparently reversing the downtrend. Most evening division students work full time and the proportion has remained about constant since 1976, although there was a drop in 1984, regained in 1986. For the last four years there has been a decline in the proportion of students seeking work, now below five percent of the students. The median income of day students has about kept pace with inflation over the past four years, but the median income for evening students has surpassed it. This is in accord with the increasing full-time work assignments of City College students.

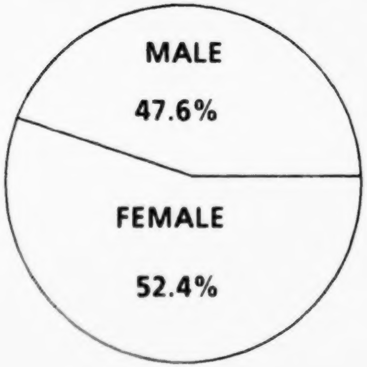
The following series of charts with associated comments, present a good overview of City College students. The data for these charts is presented in tables in Section 4.



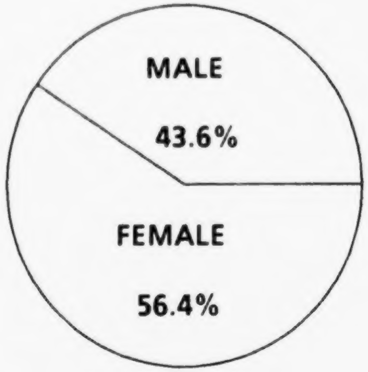
- Those students 19 and younger, still the largest age group in day division, declined steadily until 1984 but appear to have reached a level at 30%, but 20 year olds have declined.
- There was a slight increase of 21-24 year olds but the largest gain was in the 35-44 year old cohort.
- In evening division, the 25-34 year age cohort is largest with about the same proportion as in 1984. The only significant change in the last two years was the increase in 35-44 year olds.
- The 35-44 year olds are an increasingly important segment in evening, now surpassing the 21-24 year olds.

SEX





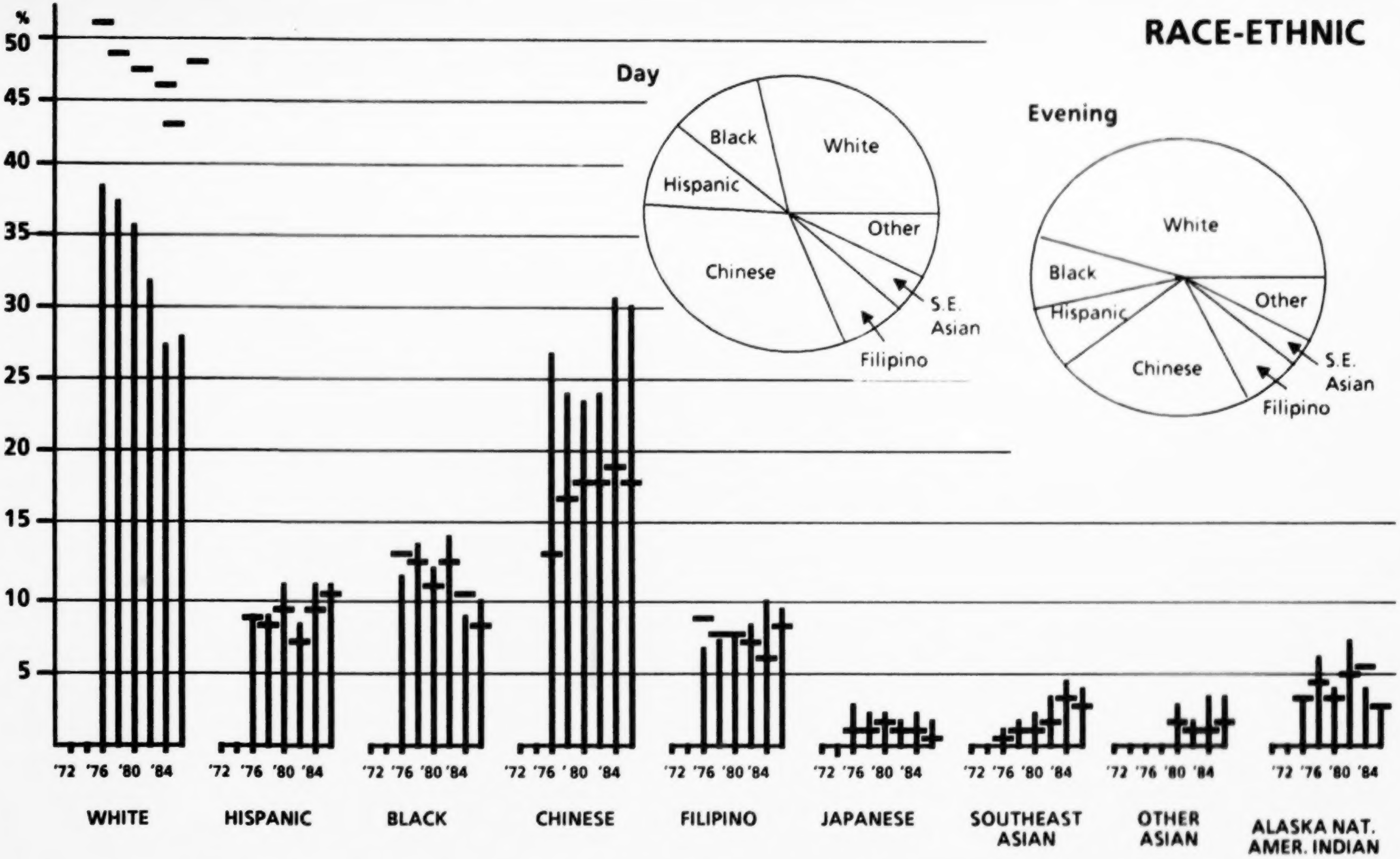
Day



Evening

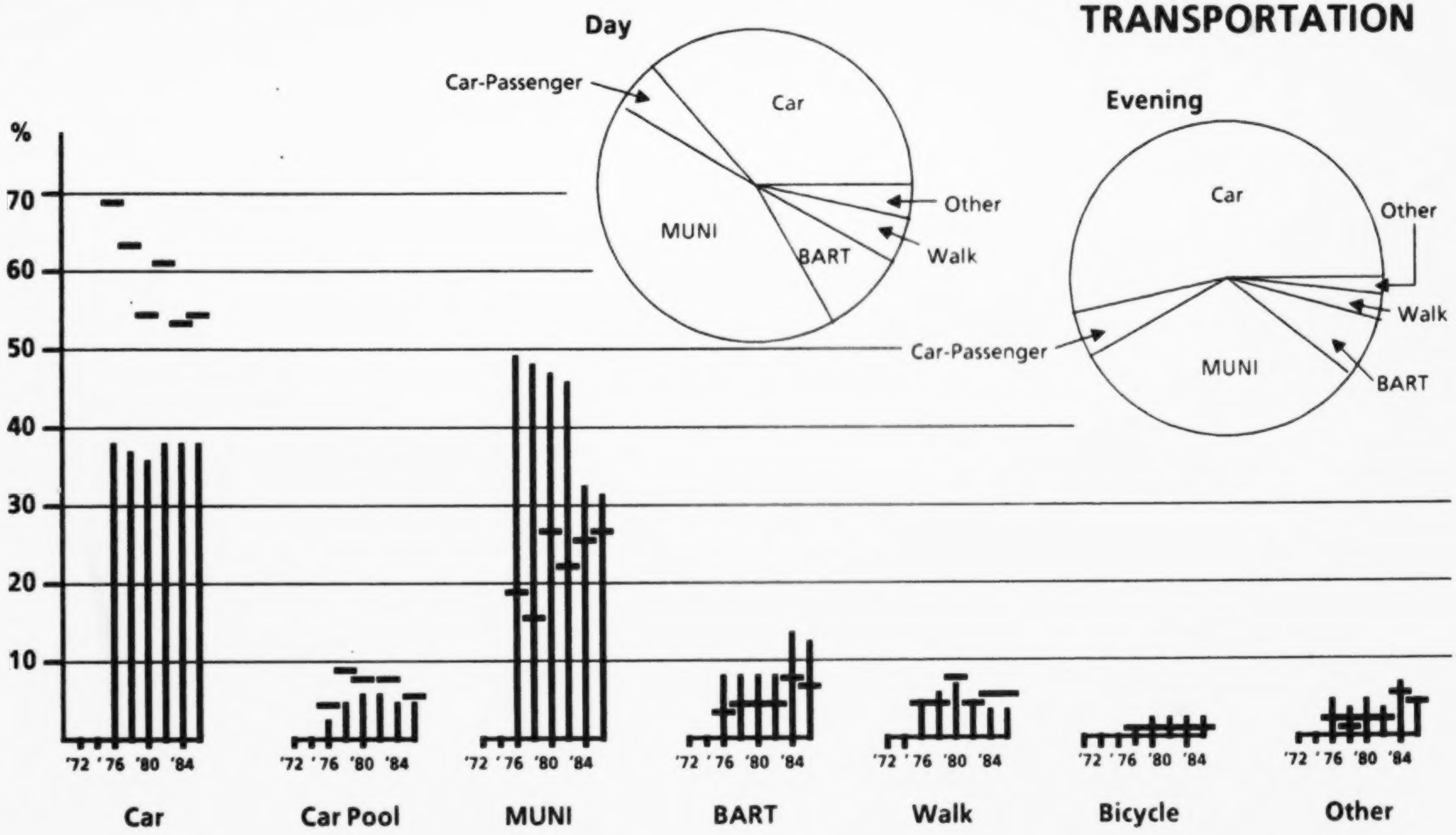
- Male students no longer make up a majority in the day; they have now a majority in the evening division since before 1972.
- The proportion of women students increased through 1980 with slight decline and now an increase in each Division to a 16 year high.

RACE-ETHNIC



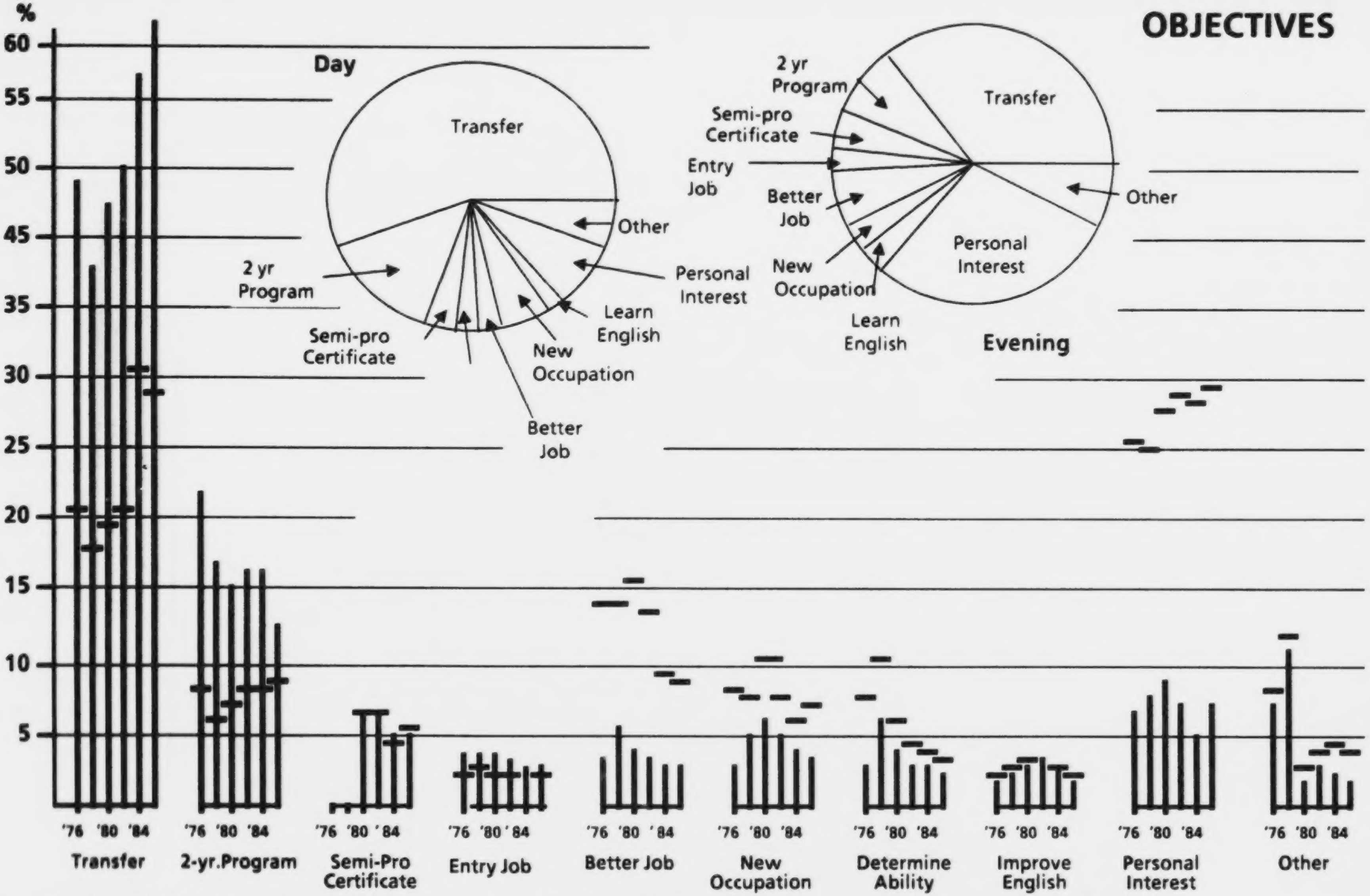
- The proportion of White students had steadily decreased in both day and evening but there was an increase in 1986, too early to tell whether it signifies a trend reversal.
- The Hispanic population is about level but Blacks appear to be smaller proportions in both day and evening.
- The proportion of Chinese in day had increased dramatically from 1982 to 1984 but now leveled off with a decline in the evening. Southeast Asians demonstrate a similar pattern.
- Filipino day students decreased but evening students showed an off setting increase.

TRANSPORTATION

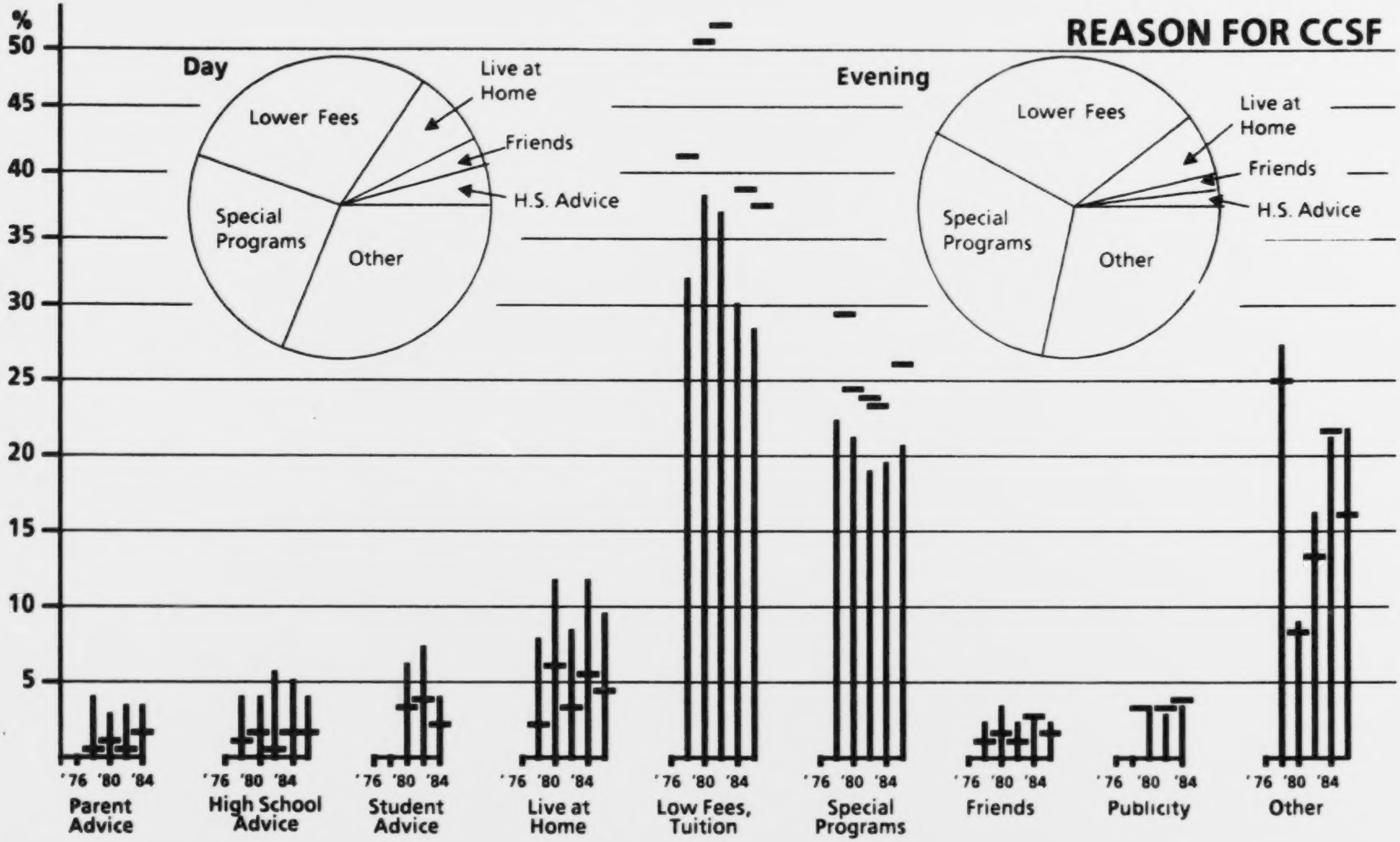


- For day students there had been relatively little change in their method of transportation other than a shift from MUNI to BART until a leveling off in 1986.
- In the evening division there is less reliance on the automobile than in earlier years but a fairly stable proportion of drivers in day.
- Currently more than one of every two day students used public transportation as the primary method as did one of three evening students.

OBJECTIVES

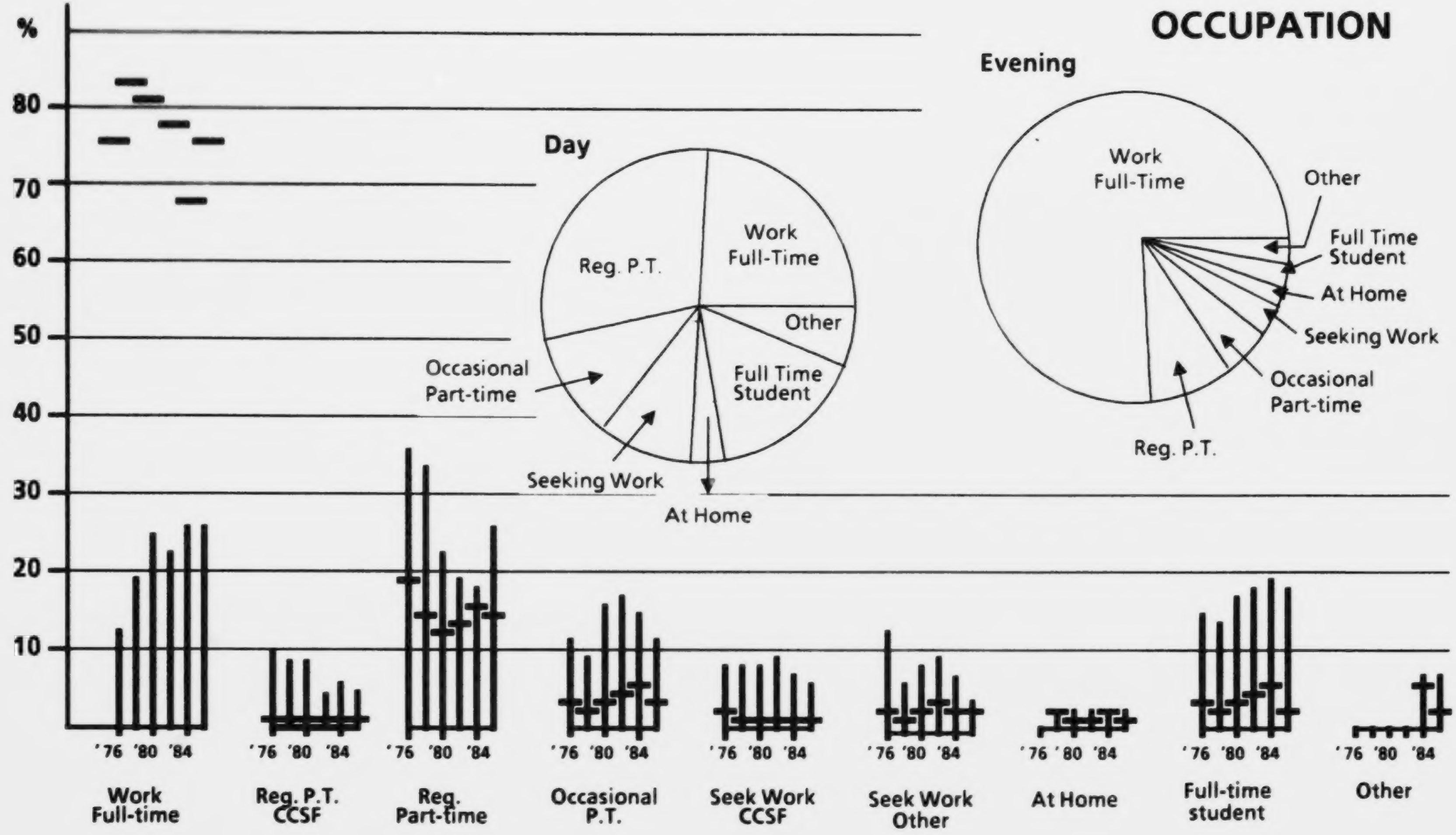


- Transfer objective is the educational goal of more than six of every ten day students and about three of the evening students.
- The importance of the transfer function has risen dramatically since 1978. The changes in transfer goals, increase in day and decrease in evening, appear to be offset by corresponding changes in the two year programs as in end goal.
- Those working for a semi-professional certificate have not changed much. Note that in 1976 and 1978 the semi-pro certificate was included in the response for two year programs.
- Students with primarily an occupational interest have declined last few years.
- Students with personal interest increased both in day and evening, perhaps offset by changes in "other" goals.



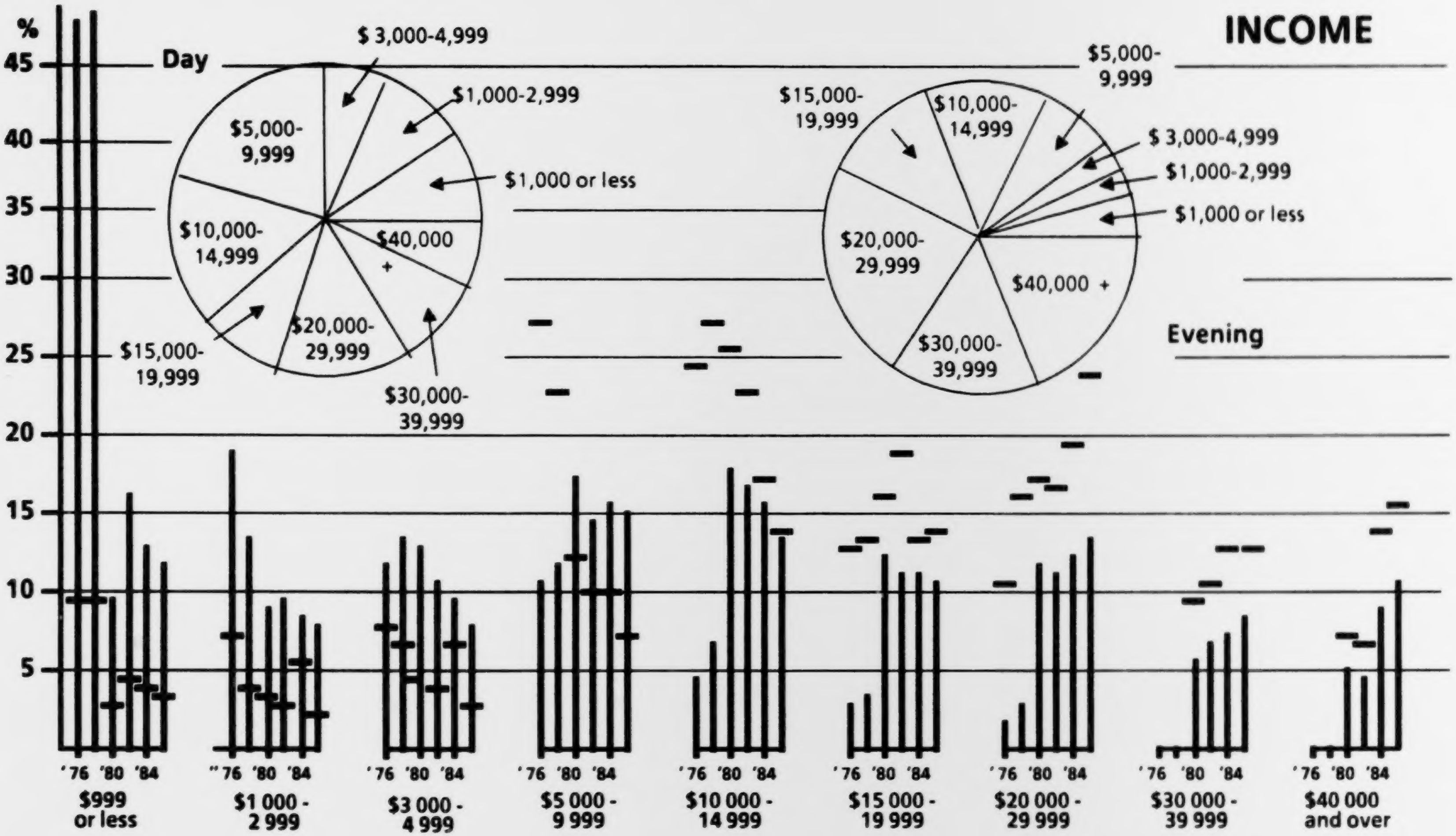
- Lower fees or tuition has been the dominant reason to select CCSF for both day and evening students. However, there has been a continuing drop since 1982 in these proportions.
- The increase in proportion of those selecting CCSF because they can live at home, may in part offset the importance of low fees; both are economic reasons, but that reason dropped in importance in 1986.
- Special programs offered by CCSF appear to be increasing in importance but not back yet to 1978 high.
- Two new reasons were offered as choices in 1986. Thirteen percent in each division decided on the basis of CCSF's reputation. 14% of day division indicated that they were ineligible for CSU or UC systems or not admitted to college of their choice. They are included in "Other."

OCCUPATION



- About 25% of day students have full-time jobs compared to less than 20% who are full-time students.
- Some 77% of evening students have full-time jobs back up to the earlier level.
- Regular part-time work may be more available and offset by decline in day students working part-time occasionally.
- Those seeking work, although only small numbers, appear to be declining. Apparently work is more readily available for those who went to work while attending classes.

INCOME



- Starting in 1980 the question requested household income rather than the income of student and spouse and thus 1976 and 1978 can't be compared to 1980 and following.
- The data has not been adjusted for inflation and thus the real income is increasingly lower than shown and upward trend should be discounted somewhat.
- Some 44% of current day students report a household income of less than $10,000 and dependent upon number of people in household this is below poverty level.
- There has been increase in both day and evening of those student with household incomes over $20,000, roughly the San Francisco median income.

1.e

Summary and Implications

The S.I.Q. is a valuable resource just as useful to search out answers to specific questions as to describe the typical SFCCD student. The purpose of this volume is to high-light some of the facts about our students. Thus the narrative is very subjective and incomplete. The basic data, the summary of the individual questionnaire responses aggregated by various groups and sub-groups, is, therefore, available for futher analysis. In reviewing the limited facts presented in this volume, one might discover areas of specific interest where additional study might prove valuable. This volume is one of facts, except for this section which summarizes some of the facts contained throughout and raises implications which might have impact on our programs, services and plans to meet the educational challenges. It also may suggest areas where additional study is required.

Centers

.. There continues to be a decline in proportion of new students, those we never served before. Therefore, we must serve them well to keep them as students as we cannot routinely rely on new students to replace them. The converse fact that there is an increase in continuing and returning students indicates that we are meeting their needs and must continue to be alert to student needs.

.. ESL students are more likely to be continuing than students in vocational education classes. Seniors and disabled students are most likely to be continuing. This places added emphasis on the retention of our vocational students; do we need to develop more comprehensive programs or relationships between courses to provide well-rounded educational opportunities for adults who do not require/desire degrees?

.. There is greater demand for students services than in prior years, increasing from 50% to 68% in eight years. Is the availability of counseling services well known to the students and does the availability and actual use fluctuate as much as the apparent demand?

.. Job Counseling Services followed by Job Placement Services are most in demand, closely followed by Educational Program Planning. Job Counseling may have a different connotation than Career Guidance, the wording used in earlier S.I.Q.'s, which may explain some of the differences from the 1984 survey. The differentiation between job counseling and job placement suggests that some students are seeking longer term educational programs to meet as yet an undefined goal. Are we providing an adequate continuum? What will the effect of matriculation be?

.. The proportion of classes meeting in the morning is increasing. Is this a result of class/teacher scheduling or student demand? Will decreasing classes in the afternoon, by decreasing options for those seeking afternoon classes only exacerbate the decrease? Will job-sharing and other employment patterns release more students for afternoon classes? What consequences are there to changing patterns of facility usage and faculty assignments.?

.. Minority enrollment is increasing but at a slower rate. However, the change pattern of change varies from ethnic group to ethnic group. Can we meet the needs of these changing groups as they advance beyond ABE and ESL programs? How do we define those needs?

.. A larger proportion of students in advanced ESL programs than in beginning ESL are students new to the Centers. The smallest proportion of continuing students are in academic ESL, possibly because they quickly attain the proficiency needed to transfer to City College, and quite naturally, they list transfer as a dominant goal. Do they in fact transfer? Is the progression of ESL students from beginning level on through to the more advanced levels adequately defined for the students?

.. Most students with vocationally oriented goals are in either ESL or Vocational Education classes. Those whose goals are to improve life skills may to be in any of the nine funded areas. Is it the program or the student who basically defines what is a life skill in response to the question on goals?

.. Considerable improvement should be made in affirmative action towards attracting apprenticeship students both as regards to sex and ethnicity. This is particularly significant because of the very high median income of this group of students, almost three times as high as for all students. Although they are in specified apprentice programs, some 45% of the students would like job counseling or job placement services. Only a negligible percent have college degrees or college aspirations. Should they be encouraged to continue their education after completion of their skills development?

.. About 20% of Blacks are in the high school program and 13% give gaining a high school diploma as their objective. Thus, the high school program is seen by a large segment of these students as only a first step. Do they continue on with vocational courses at the Centers, transfer to college or are they no longer in the educational system?

.. Hispanic students include the greatest proportion of students anticipating financial problems, not surprising as they, as a group, have the lowest median income. They also anticipate, in greater proportion than other groups, family/personal and physical/health problems. Are we adequately advising them of available community resources? Would more Hispanics attend classes if they felt resources were available for non-education problems?

.. The fact that 32% of the gay men/lesbian students compared to 23% of the total student body are new students this semester might demonstrate the effectiveness of special outreach effort. However, a lesser proportion attend summer sessions.

.. Some 15% of the students reported household incomes of less than $1,000 with another 10% under $3,000. They also are younger than other income groups. It is probable that these people benefit from social programs. Are their educational needs different and adequately met so that they can move up from that level?

.. The younger students do not rate instructional quality as high as older students, nor do the Chinese when compared to other ethnic groups. Although the differences are small, they are consistent with past surveys. Does that result from a value system which is a function of age or ethnicity or is it related to progress that these groups might make?

.. Students who may be considered to be in the high career change years of mid-life, 25-44, are most likely to return after stopping out for two or more years, but the stop-out students only account for 13% of all students. Should we be encouraging persons to return for general education as well as specific career education?

.. A larger proportion of students claim to have transfer goals than do in fact transfer. What can be done to help students set realistic goals and then achieve them? Will matriculation be of assistance?

.. Advertising and publicity are not as effective as word-of-mouth to draw people into classes. However, its value should not be underestimated as it may be the factor which encourages potential students to question their friends or staff at the Centers. ZIP code runs are available to analyze potential mailings in any areas where it might be especially effective.

College

.. A larger proportion of minority day and evening students than white students at City College select the objective of transferring to a four-year college or university and then with special emphasis on San Francisco State. Are the articulation programs helping all minorities to meet that objective? Are white students not as motivated or did white college bound students attend other schools and thus are not in this sample?

.. Economic reasons, i.e. lower fees and to live at home, were slightly less important reasons for selecting CCSF than in the past, accounting for 38% of day students. special programs and the reputation of CCSF accounted for another 34% of the day students. Negative reasons, that is ineligible for CSU or UC systems or first choice denied, account for only 14%. As these responses are not mutually exclusive, they should only be considered as approximate. What will the effect be of proposed allocations among the three post-secondary systems?

.. There is a difference among day students in the relative importance of the lower fees by ethnic groups. Fees are least important to Blacks, Southeast Asians and followed by Hispanics. But, it appears to be more related to income level in a way opposite to what might be expected. The higher the income level, the more important is a low fee. The low fees are also least important for the youngest students and the oldest. This appears to confirm that fees are not the most important factor for the "traditional student" who is present at City College and thus has been able to pay them. Fees may be important to the potential students who do not attend college.

.. At City College we estimate 6,286 students attending who reported that they have completed no units at City College. On the other hand, there were 5,344 students estimated who had not attended City College before this semester. This implies that perhaps 942 students or 4% of the student body had either withdrawn or failed a prior class but were coming back to try again. These students spread across all educational goals but the relative difference is less for those with a transfer goal followed by those taking courses for personal reasons. Relatively, the greatest number of incompletes are those taking courses for occupational reasons. Although the numbers are small and, therefore, not as reliable, the greatest apparent drop-outs is among Blacks and Hispanics where the drop-spread was almost twice the rate of Chinese students. The difference does not seem to be concentrated in any age groups. what if anything, should be done to encourage "second chance" students? Is there an ethnic, cultural component?

.. About 310 City College students claim to be enrolled at Centers' classes concurrently. These students expect to have reading, writing and math skills problems at a rate twice as great as all College students; perhaps they are taking such basic courses at the Centers. Do these figures agree with other studies? Is the hypothesis correct that they are taking basic skills courses? How do they relate to college remediation offerings? Are other students aware of the possibility of concurrent enrollment?

Community College Centers

2.a

Community College Centers

Center by Center

There are significant differences in the student bodies of each Center both because of their unique program offerings and because of their geographic location. Within broad parameters, each Center caters to a diversified student clientele and that diversity creates challenges in education. This section shows this greater diversity both between and within each Center and emphasizes the need for consideration of each Center separately for specific program planning. Subsequent sections delve into the attributes of Centers Division students as a group, rather than each Center as a separate entity necessary to understand the diverse population of non-credit students.

John Adams offers the high school programs, programs for disabled students, nursing programs as well as special programs at 31 Gough. John O'Connell provides the apprenticeship and technical engineering programs. Mission is responsible for the administration of the Senior Adult programs as well as ESL, GED, and occupational programs for area residents. The Downtown Center provides predominantly ESL courses but also offers extensive business programs. Alemany is almost entirely devoted to ESL. Chinatown/North Beach Center is largely for ESL and Citizenship, but it also administers the community service classes, primarily Art, for which a fee is charged. The Southeast Center serves the Hunters Point/Bayview area primarily with basic education and occupational programs. The table following shows the distribution of enrollment among the Centers.

Center	Enrollment	Percent
John Adams	4 890	16.3
Alemany	4 650	15.5
Chinatown/N. Beach	4 470	14.9
Downtown Center	4 890	16.3
Mission	5 700	19.0
John O'Connell	4 170	13.9
Southeast Center	1 230	4.1
Total	30 000	100.0

Because of the nature of its programs, about 2 of 3 John O'Connnell students are men. The ratio in the technical programs is even more slanted as 44% of John O'Connell's students are seniors in Consumer Education courses and they are more likely to be women. In the other Centers, there is a marked predominance of women. At the Southeast Center some 70% of the students are women. Mission, with its Senior Citizen programming and consequently high proportion of women, has 68% women and John Adams, Chinatown and Downtown 63%.

The median age of John O'Connell students is 46.4, the highest of all Centers followed closely by Mission with 40.0 and Chinatown with 37.4. Downtown Center has the youngest student body, with a median age of 31.7. John Adams, Alemany and the Southeast Center are all very close at about 32.5 years. The Consumer Education programs at O'Connell and the Seniors programs sponsored by Mission account for their older student body.

Although there is significant ethnic concentration at individual Centers, each ethnic group is represented to a greater or lesser degree at each Center. Certain Centers, because of geography and program, cater to different groups: 50% of Mission students are Hispanic; 49% of students at the Southeast Center are Black; at the Chinatown/North Beach Center, 80% of the student body are Chinese; John Adams and John O'Connell have the greatest concentration of White, 43% and 37% respectively.

About half of the students at the Mission Center, in the heart of the Mission District are Hispanic and Mission also serves more than half of the Hispanic students in the Division. One in four of its students is White. Chinese students account for 8% of its student body and Blacks, 6%. In the other Centers, Hispanics account for 10-15% of the students, except for Chinatown which serves very few Hispanics.

Chinese students account for four of every five students of the Chinatown/North Beach Center and two of every five at Alemany and Downtown Center. These three centers account for 83% of the Chinese students attending the Centers. About one in five Alemany students are Southeast Asians, more than half of that group attending the Centers Division.

One in every two students at the Southeast Center is Black with 27% of the Division's Black student population attending there. Fourteen percent attend John

O'Connell and account for 13% of its student body. There are hardly any Black students at Alemany or Chinatown.

White students are the largest racial/ethnic group at John Adams and John O'Connell and together with Mission, they account for 69% of the Division's white students. More than half of all Southeast Asian students attend Alemany; 28% of all Filipino students attend John Adams and another 26% the Downtown Center.

Native born citizenship status is closely related to the number of Black and White students and ranges from less than 2% at Alemany to 71% at John Adams and the Southeast Center. Naturalized citizens are at John O'Connell in greatest numbers and in the greatest proportion. Permanent residents correlate with Centers with the larger Asian population. Some 80% of Chinatown students are Chinese and more than 70% are permanent residents. One of two refugees from the USSR are at Alemany as are refugees from Central or South America.

Related to ethnicity and citizenship is the primary language spoken at home. The proportion of White and Black students together is almost perfectly correlated with the proportion speaking English at home which ranges from a low of 2% at Alemany to 77% at the Southeast Center. About one of three Mission students speak English at home with one of two speaking Spanish. More than six times as many students speak Cantonese at home as speak Mandarin; the latter are primarily at Alemany and the Downtown Center. About half of the Cantonese speaking students attend the Chinatown/North Beach Center with one in five at Alemany.

A diverse pattern exists as to means of getting to school. Some 40% of John O'Connell students drive to school as do 33% of John Adams and 30% of the Southeast Center. John O'Connell has more specialized programs which draws people from throughout the City and perhaps explains the large percentage of drivers. An additional explanation might be that 14% of their students come from outside of San Francisco compared to 4% in all other Centers combined. Use of streetcar or MUNI ranges from 22% at O'Connell to 60% at the Downtown Center. Some 46% of Chinatown students walk to class, as do only 11% of John Adams.

The students at Alemany and Chinatown have had less education than their fellow students at other Centers and what education they have had has been largely foreign.

Of the 44% of Chinatown students educated in the United States, almost half reported a community college degree or higher. About one in three John Adams students also reports a community college degree or beyond.

Six out of ten Alemany students have a primary goal of learning English as do four of ten Chinatown and three of ten Downtown Center students. Occupational interests are paramount at John O'Connell and the Downtown and Southeast Centers.

One of the more significant variables among the Centers is the number of hours per week students attend class. At John Adams the median is five hours whereas about 37% of Alemany students attend 18 or more hours a week as do 47% of Southeast Center students. Only 12% of Chinatown students attend that much; but 30% are taking ten hours of course work.

About one in three students attended classes during the summer at most Centers excepting John Adams and the new Southeast Center. Some 30% of John Adams and Southeast Center students had never taken a Centers class before which dropped to 16% of Chinatown students. Other Centers fall in-between.

Friends were the predominant source of knowledge about the class ranging from 33% at John Adams to 69% at Alemany. At John Adams teachers and/or counselors were important to 22% of the students in selecting the class; at other centers that particular response was selected by about 8%. The difference may signify differences in programs as well as student interpretation of primary reason for attending any class vs. attending a specific class. It also appears to be related to language ability. At Alemany only 3% of its students attended as a direct response to publicity sent to the home compared to 12% of Southeast Center students.

Almost one in three students work full-time, ranging from one in five at Mission to one in two at Chinatown. Some 18% of Downtown Center students are actively seeking work. It drops to 8% at John O'Connell with other centers filling in between. Alemany and Southeast have the greatest proportion of full-time students, about one in five. Retired persons make up a third of both Mission and O'Connell students.

Most students felt the need for student services ranging from 83% at Southeast to 53% at John O'Connell. Some three of four students desired job counseling, program planning or job placement services, varying among centers. Alemany, with its high proportion of full-time students had a high percentage of those requesting assistance in program planning. At John O'Connell with two modal groups, vocational and Consumer Ed courses,students wanted services in job counseling and job placement as well as with personal problems.

The John O'Connell students felt very strongly that they would have no problem completing the course; some 27% felt they might have a problem, which were more likely to be financial or health related. Of those 37% of John Adams students who might have problems, various needs were stated. In Alemany, Chinatown and Downtown, basic skills might be a potential problems, particularly speaking skills.

Whereas only about 6% of the students thought they might have a financial problem ranging up to 12% at Southeast Center, about 13% of all students had household incomes of less than $1,000. The median household income ranges from a low of $7,050 at Alemany and $7,400 at Mission to a high of $13,850 at John Adams where one in four students reported incomes of over $30,000.

At Alemany, 85% of the students attend classes that meet four or five days a week; at Chinatown and Downtown Center the rate is over 66%. John O'Connell and Southeast Center students attend class once or twice a week. John O'Connell is the only Center with a significant volume attending Saturday classes, 16%. Morning classes are most popular in all Centers accounting for 40% of students at Alemany and Chinatown to 57% at John Adams, Mission and O'Connell. Early afternoon classes are limited.. Late afternoon, 4:30-5:55 p.m. start time, accounts for 8-15% of the students at John O'Connell, Chinatown and the Downtown Center, the Centers with the largest proportion of working students.

Over the years there has been consolidation aud reassignment of programs to the various Centers such that historic comparison of each Center is not too meaningful for general analysis. This brief discussion of the differences among the Centers demonstrates that each Center has a character of its own which may be lost in a discussion of the typical Center student. That diversity, largely dependent upon geography and programming, must be emphasized to assure all prospective students that there is a Center and a program to meet individual needs. Analyses result in changing roles for each center to meet the individual and composite needs.

A computer summary run which shows data for each Center is presented in Volume II as are selected topical runs for all Centers combined. They are described in following pages of this section. Volume II as well as some other topical reports and runs for each individual Center may be available upon request.

2.b
Community College Centers
Age

White students are a very small segment of younger students, under ten percent but they do account for 43% of all students 65 and older. Although, minority students dominate, there are significant differences in age brackets. Hispanic students are the largest group of students up to age 25 and then drop off significantly in each older age bracket. One of four students under 18 are Black, most likely in the high school program at John Adams. The proportion drops to below the population proportion in the prime working years 25-55, increasing slightly thereafter. Chinese students also start out accounting for one in four students under 18 with the proportion almost doubling through 45-54 years and then dropping.

	White	Black	Hispanic	Chinese	Other
under 18	6.6	22.7	22.7	23.0	25.0
18 - 19	8.3	13.1	34.9	23.7	20.0
20	7.3	12.2	34.9	26.4	19.2
21 - 24	12.9	12.5	30.4	29.9	14.3
25 - 29	17.0	9.1	22.0	35.2	16.7
30 - 34	22.8	8.9	19.1	34.0	15.2
35.- 44	25.2	7.6	14.0	26.0	27.2
45 - 54	19.4	7.7	12.1	43.5	17.3
55 -.64	30.8	8.4	10.3	36.6	13.9
65+	42.9	10.8	6.9	30.1	9.3
Total	22.8	9.7	18.3	33.7	15.5

The educational goal of 41% of the younger students is to get a high school diploma and these students are largely in the high school and GED programs. About one in three are full-time students, and one in four are seeking work, a higher percent than in the older age groups. Some 44% desire job placement assistance. Educational program planning and job counseling are the major stated needs for that age group as well as all age groups. These younger students do rely on teachers and counselors to learn of the class but more so on friends. They may be more demanding of their teachers than any other age group. About 30% rate instruction as excellent compared to 46% overall.

Learning English is almost as a predominant goal as vocational goals in most age groups, yet much greater percentages in all age groups are in ESL programs as have that goal. This places emphasis on the fact that in all age groups learning English is not the end in itself, but rather the beginning of the educational process.

The importance of a new job or better job is the most mentioned goal of those in their working years, 21-54. A re-entry job is selected by 4.8% of those 35-44, presumably when their children are in school. To broaden one's background leaves the predominant goal of those 55 and older concomitant with the proportion of retired persons.

under 18	49.7	17.1	20.2	6.5	6.5
18 - 19	37.5	26.1	26.2	5.4	4.8
20	24.2	35.5	29.0	5.6	5.8
21 - 24	18.0	38.5	27.1	7.7	8.7
25 - 29	9.9	37.0	29.2	9.7	14.2
30 - 34	6.6	35.2	28.1	13.1	17.0
35 - 44	4.1	37.9	28.6	12.7	16.6
45 - 54	2.4	37.4	33.6	10.5	16.2
55.- 64	1.2	16.9	32.0	15.5	34.2
65+	1.1	2.8	17.1	17.9	61.2
Total	9.0	29.9	27.5	11.8	21.8

The younger students attend, on the average, 10 hours of class a week; then the median is between 8 and 10 hours until age 55 when it drops to about 6 hours. This may reflect the longer hours of high school and ESL programs.

As might be expected 58% of those under 18 are new students this semester gradually decreasing to only 15% of those 65 and older who never attended a Centers class before. And the older the student the more likely that person is a continuing student from either summer or the spring season. In the years of career change, 25-54, about 15% are returning after an absence of two or more years.

The main problem students of all ages might have in completing their course work is poor speaking skills, probably correlated to ESL classes. Other problem areas are represented in all age groups, but in very low amounts.

The 30-44 year-olds are more likely to use autos to get to class than either younger or older. 60% of the youngest use a bus or streetcar compared to 40% of the oldest; whereas 14% of the younest increasing up to 25-30% for all other groups, perhaps explained by the concentration of the high school program at one site.

2.c

Community College Centers

Race/Ethnicity

The demographics of the various race/ethnic groups of Centers students are very different representing not only different length of time in the United States but different cultures as well. The proportion of women in each ethnic group in the San Francisco population is very close to 50%. Our students are primarily women ranging from 53% for Southeast Asians and Hispanics, to above 60% for Blacks, Whites and Chinese and up to 80% of the Japanese students.

	Centers Students			San Francisco Population - 1980	
	% Female	Median Age	% 65+	% Female	Median Age
Alas/Amer Ind.	60.2	30.3	11.7	47.4	31.5
Black	64.8	32.4	14.9	50.7	29.4
White	61.1	42.2	25.4	49.9	40.2
Hispanic	52.8	28.5	5.1	50.9	28.3
Chinese	62.2	31.0	12.0	[	
Filipino	61.6	35.5	13.1	[51.2	31.2
Japanese	79.8	38.8	11.4	[	
S.E. Asian	53.0	33.1	2.9	[	
Other Asian	72.0	29.8	3.6	[	
Other	60.5	33.3	15.0		
All persons	60.5	34.5	13.5	50.2	33.9

White students are the oldest group with a median age of 42.2, just slightly older than the 1980 Census of San Francisco population would indicate. But 25% are 65 or older, much more than one would expect for the general population and significantly higher than any other ethnic group. Hispanics are the youngest group; half are 28 or younger, very close to the median age of the San Francisco Hispanic population. Only 5% of Hispanic students are 65 or older, less than one would expect from the City population. Only a very small group of Southeast Asian or other Asian students are 65 or older but Chinese and Filipinos as well as Black and American Indians are near to the average.

As might be expected there is very high correlation between the proportion of those students who are native born with those whose primary language at home is English. The apparent exception is Hispanics and Chinese. There are more native born Hispanics and Chinese than there are those who speak English at home but the differences are very small. Filipinos and Japanese on the other hand are more likely to speak English at home even though they are not native born.

The following table shows for the percentage larger race/ethnic groups who are native born and who speak English at home.

	Native born	English is Primary Language
Black	87.0	93.8
White	80.6	88.4
Hispanic	14.5	12.1
Chinese	5.1	5.1
Filipino	12.1	23.7
Japanese	35.6	40.3
All sudents	33.6	36.4

Only very small numbers of persons are here on visitor, student, or other visas; 6% overall. However, 12% of the Hispanic and 10% of the Japanese state they are here on visitor's visa and 12% of Japanese are on "other" visas, possibly connected to business.

From 10% to 30% of each ethnic group have a disability. Identified disabilities are small in number but vision at about 5%, is the one cited most frequently by all groups except for 7% of the Whites who note medical disabilities.

Those walking to school are most likely to be Chinese, Southeast or other Asians. The MUNI system is used heavily by all groups, highest by Filipinos, 52%, and lowest by Whites, 30%. Whites and Japanese are most frequent automobile drivers, about 36% of each group drives to school. The use of car appears to correlate with income level, except for Blacks, a group for which a larger percent drive to class than might be expected from reported income. Mode of transportation is also dependent upon geographic residence; different ethnic groups congregate in different sectors of the City. Table following shows the percentage of students who walk or drive a car to class and the median income by ethnic groups.

	walk	drive car	median income
Alas/Am Ind.	22.0	17.8	$10 100
Black	20.3	24.1	8 750
White	18.5	35.9	16 750
Hispanic	23.4	18.8	7 550
Chinese	38.7	10.7	8 350
Filipino	12.6	21.2	9 850
Japanese	18.2	36.3	18 500
S.E. Asian	33.6	12.0	7 750
Other Asian	36.4	21.4	4 850
Other	19.0	30.8	8 750
All students	27.4	20.7	9 500

On average, minority groups are very much less likely to have completed at least a Community College degree in the United States than Whites especially when considering education in the United States only. Some 37% of Whites have a community college degree or higher compared to 9% for Hispanics. This relates to their goals. The principal goal of Chinese, Southeast Asians and Other Asians is to learn English; it is also the goal of 31% of the Hispanics of whom 12% are hoping to transfer to college. The number of hours in class per week is a function of that goal as most ESL classes are ten hours weekly. About 40% of the Southeast Asians are in class 20 hours a week, while the median for Chinese and Hispanics is ten hours a week. White students, of whom 64% either are learning life skills or broadening their background, attend an average five hours a week. Black students, with large groups of students selecting various career related goals, in addition to a more immediate goal of achieving a high school diploma, attend on the average 7 hours weekly.

Only 17% of the Chinese and Southeast Asians students had never attended a Community College Centers class before this fall semester compared to 25% of other ethnic groups. Conversely, summer session with its large ESL program, drew most heavily from the Chinese and Southeast Asian population.

Whereas 44% of White students desired student services, more than 80% of the Hispanics did with other groups in between. For the minority groups the most important student service was indicated as job counseling and job placement. Program planning was very high for Chinese and Southeast Asian students, accounting for one in four.

One in four Chinese designated speaking skills as the major problem area. For Southeast Asians, the major problem is reading/writing skills with 18% and speaking skills 16%. Ten percent of Hispanic students indicate a possible financial problem concomitant with their low median income.

Alaskan Natives/American Indians

Because this is a very small group of students, only 123 persons, any coding or reporting errors would have large impact on the data and, there, no special summaries are described.

Black

The typical black student is most likely to be a 32 year old female high school graduate who relies on MUNI system to get to classes. One in seven is seeking a high school diploma or equivalent, close to the proportion who are 20 years old or younger. At the other end of the spectrum, about one in four seek to broaden their background, about the same percent as those 55 or older. Some 40% are taking classes with immediate job perspective, correlating with the 44% also want counseling or job placement services as their first choice of student services. And some 15% recognize a potential problem area in basic skills: reading, writing, math and study habits. This appears to correlate with those Black students who are seeking high school diplomas.

Although one in four Black students are attending Centers classes for the first time, another one in five is a returning student after an absence of two or more years.

White

White students represent the oldest group; their median age is 42 years and 25% are 65 and older. More than 27% are retired with 18% in classes specifically for older adults. A large group, 44% are in their most formative career years 25-44, with 29% working full time and a similar proportion taking occupational courses. Nevertheless, the goals of 60% are to learn life skills and broaden their background; the desire for direct job related skills are very low. Whites as a group do not forsee problems in completing their course work and also express little need for student services although one in ten requests job counseling services.

Their median income is relatively high, $16,750; some 28% have a household income greater than $30,000. Nevertheless 11% have incomes of less than $3,000. About half attend classes that meet just one day a week and attend 5 or less class hours a week. About half are continuing students, although 28% have never attended and 42% have come back after an absence of a year or more.

Hispanic

The Hispanic students are fairly evenly split among men and women and they are the youngest ethnic group, with a median age of 29. Some 15% are native-born citizens; yet only 12% speak English at home. Some 12% are refugees mostly from Central or South America and 12% are here on visitors' visas, the largest proportion of any ethnic group. About half had their basic education outside of the United States. Most of those educated here have completed at least a high school diploma.

Some 56% of the Hispanic students learned of the class through a network of friends; notices mailed to the home or media events were relatively ineffective sources. Learning English was the goal of 31% and job oriented goals were important to most others; consequently they are largely in ESL or vocational education courses. Of all

Hispanic students, 34% work full-time and 22% part-time with 17% looking for work. Their median household income is the lowest for any ethnic group at $7, 550. Of those who might have a problem in completing courses, financial problems are the most significant problem area followed by speaking skills and then reading/writing. More than four of five Hispanic students would like student services, largely in job counseling and job placement.

About 75% of the Hispanic students attend classes which meet four or five days a week with the typical student attending ten hours weekly. Some 38% attend evening classes, compared to about 27% of all students. The high percent might correlate with the 34% who have full time jobs. Concomitant with this high degree of evening classes is the very low number, 3%, who are in classes for seniors, less than half the percentage of all other students. Hispanic students rely heavily on public transit and walking. About 40% live in the Mission district and more than 50% attend the Mission Center.

Chinese

The median age of Chinese students is 31 and 62% are women. Five percent are native born, possibly the same 5% who speak English at home. Cantonese is the language of 79% and Mandarin of 11%. Most of their education was abroad, but of those 36% who had some education here, about one in three have at least a community college degree. Media had little influence on drawing them to their classes with 46% learning of the class through friends and another 21% from direct inquiry at school. This may be because of the language barrier; 45% have the primary goal of learning English. Some 71% are in ESL programs. The difference in those two percentages illustrates the fact that learning English for many is just one step toward life skills or attaining jobs.

The typical Chinese student attends classes 10 hours weekly; almost one in five might be considered a full-time student, taking 18 or more hours of class weekly although only 11% declare themselves as full-time students. Half of the Chinese students are now employed full-time or do regular part-time work, the highest proportion of any ethnic group. Speaking skills is their greatest problem area, accounting for half of the perceived potential problems. The Chinese probably have longer term educational plans as one in three of those desiring student services request it in educational program planning services, also a higher percent than other ethnic groups. Their median income is about $8,350 with 25% having household incomes of $3,000 or less, and 6% over $30,000. About 46% attend classes at Chinatown/North Beach Center accounting for 80% of its students.

Filipino

The Filipino students account for less than five percent of all Centers students median age is 35 with 13% 65 or older. The ratio of men and women is 38:62. About half of the Filipino students are citizens, with about three times as many naturalized as native born; almost half are permanent residents. Almost three of four speak Pilipino or Tagalog at home. Only 13% walk to classes, relying instead on public transit. Their median household income, is $9,850, with 45% working full-time or regular part-time.

More than half of the Filipino students have been educated in the United States, most of whom have completed at least a high school program. Almost 40% have completed more than twelve years of schooling, either here or abroad. About 9% are taking ESL courses with 55% vocational education programs. Although 17% list their major occupation as seeking work, more 26% desire job placement assistance, this including those who might want job changes and full-time students ready for the career world.

Japanese

The typical Japanese student is more unlike any of the other ethnic minorities separately identified. Four of five students are women with a median age of 39. Their number is small, just 1% of the student population, and 22% are here on visitor or other visas; perhaps they are business people or their spouses.

About 29% have a goal to learn English (52% speak Japanese at home), with an equal number to broaden background. Only small numbers have job oriented goals and very few are seeking employment. Their household income is highest of all groups; the median is $18,500. If they expect any problems in their course work, it would be in speaking skills. Generally they do not desire any student services although 14% do want educational program planning assistance, and another 22% job counseling or job placement assistance.

Southeast Asian

Their median age is 33 with only ten percent 55 or older. More than half are permanent residents with the remainder largely here on refugee visas. They speak a variety of languages, principally Vietnamese 35%, Cantonese 21%, with some Mandarin and Korean; 31% speak other undesignated languages. Only 39% have had any education in the United States about half of which was elementary school. Most are in class to learn English or job skills; 80% are in ESL programs. One in four are regularly employed now; and 20% are actively seeking work. One in three consider themselves to be full-time students, with about 40% attending 20 or more hours weekly.

Some four of five Southeast Asian students seek student services, primarily educational program planning assistance job placement and job counseling. Reading and writing and speaking skills are greatest potential problem area. 63% of Southeast Asian students indicated a problem area, a rate higher than other ethnic groups. Although their median household income was low at $7,750, other problems might have a greater impact than financial on completing their education.

Other Asian

Other Asians account for less than 3% of the student body and are probably primarily Koreans as 24% speak Korean at home. Learning English is their primary goal although one in four indicate they aim to broaden their background and 42% are in ESL programs.

2.d

Community College Centers

TOP Codes - Disciplines

S.I.Q. responses arranged by TOP (Instructional Disciplines) codes provide the opportunity to analyze characteristics of students in different disciplines. The background and objectives of students in each discipline area are of particular importance to faculty to present a delivery style appropriate for their students. The significant disciplines are shown below. Note that a student enrolled in two classes either in the same or different discipline is counted in each class, thus making weighting appropriate to the discipline.

	%	% Female	Median Age
Business/Management	11.4	73.7	31.0
Computer Science	2.7	60.5	33.7
Engineering Tech.	5.1	10.4	29.9
Fine/Applied Arts	3.9	71.8	61.5
Health	3.3	81.2	32.8
Consumer Education	13.8	78.0	61.8
ABE	3.5	50.1	25.6
GED	0.6	56.1	21.0
High School	1.5	58.0	23.9
ESL - Beginning	26.5	59.5	36.9
ESL - Intermediate	14.7	58.0	29.4
ESL - Advanced	4.0	57.9	30.7
All Others	9.0		
Total	100.0	61.3	33.6

Note that 45% of the students are enrolled in ESL courses. This compares to 31% in 1978. Consumer Education is the second largest group followed by Business and Management. Fine and Applied Arts which includes defunded, community service programs accounts for four percent.

85

Sexual stereotyping shows in the fact that only 10% of the engineering technology students are women as are 81% of those in the Health Services. Business/Management is heavily geared towards females, perhaps because of the large number of clerical courses included in that overall discipline. Fine/Applied Arts and Consumer Education students are predominantly female and the median age is over 60.

Business/Management students are almost equally divided among the Black, White, Hispanic, Chinese and all other Asian students, most of whom have at least a high school diploma and 20% have at least an AA degree earned in the United States. Some 21% of the students are learning skills for an entry-level job with 61% having work oriented goals including better jobs and reentering the job market. About one in four is working full-time and almost the same number are seeking work now; and 33% would like job placement services and another 25% job counseling. Their median income is $9,400.

About one in three attend classes 6 or fewer hours per week whereas another one in three attend 18 or more hours, and there are more than half who attend classes daily. These students attend classes offered throughout the day and evening, and although they attend all centers, the concentration is at the Downtown Center and then at Mission.

Computer Science students are less predominantly women and slightly older than the business/management students. There are more Chinese and fewer Hispanics in the Computer Science courses than in business and management.

About one in five already have a community college degree or higher in this country and although more than half are taking courses relative to career opportunities, about one in three are studying to learn life skills and to broaden their backgrounds. Some 52% are working full-time or have regular part-time employment reflected in their median household income of $14,700.

Engineering Technology students are almost all men, 89.6%; 38% are White with the minorities being almost equally divided among Black, Hispanic, Chinese and all other Asians. 66% come from homes in which English is the predominant language compared to an average of 35% division-wide, and most have a high school diploma or GED certificate or higher. Although two of three have career oriented goals, 28% are seeking to learn life skills or broaden their backgrounds. Not surprising is that half the students would like job counseling or job placement services. Some 27% attend classes in late afternoon starting at 4:30 p.m. and another 37% taking evening classes, mostly two days a week. The fact that 72% are working and are in apprenticeship programs possibly explains the high household income; the median is $15,400.

Fine and Applied Arts students attend classes for seniors and community service classes for which a fee is charged in almost equal numbers. They are a more homogenous group than students in other disciplines; 45% are 65 and older; 72% are White; 47% have at least a community college degree; 85% either want to learn life skills or broaden their background; 60% attend six or fewer hours of class weekly; and if they might have a problem finishing their course, it would be physical/health related. Although the median income level is high, $16,150, it is below the median of $22,500 for foreign language students, all of whom are in defunded community service classes.

The Health Related program students are predominantly Black women. Blacks account for 42% of the students, Whites 24%, and Filipino bout 13% with lesser Hispanics and even fewer Asians. Some 53% have attained a high school diploma or equivalent, 19% in occupational certificate and 19% have at least an AA degree. Their goal is career oriented; 25% consider themselves to be full-time students although 70% are taking a full time class load. One in in five would like financial aid assistance and 15% list financial as the possible problem to prevent them from completing the course. Their median household income is $9,000. They attend John Adams and the Southeast Center in about equal numbers.

Consumer Education - Home Economics students are mostly women, 45% of whom are 65 and older, but one in three are in the prime years of 25-44 years old. This correlates with the 26% in Programs for Seniors and 21% in Parent Education.. About 48% are White with 18% Chinese, 13% Black and 7% Hispanic. Of these students, one in three has at least a community college education. Some 77% attend morning classes which meet just one day a week and are primarily at John Adams, Mission and John O'Connell Centers.

ESL (English as a Second Language) students are differentiated among three levels of ESL as we hypothesized there would be significant differences in student characteristics at each level. There are differences as shown in tables following:

ESL Level	Respondents #	Respondents %	Percent Attending 2 or more classes	Percent Attending 9 or less hrs.	Percent Attending 10-17 hrs.	Percent Attending 18 or more hrs
beginning	6 796	63.1	24.0	31.0	38.6	30.3
intermediate	3 089	28.7	37.7	29.7	31.0	39.3
advanced	880	8.2	34.4	28.0	34.3	37.8
all	10 765	100.0				

Almost two of every three ESL students are in elementary programs with only 8 % in advanced courses. Only about one of three beginning students is taking more than one course compared to one of two advanced students. This shows up in the fact that advanced students attend more class hours per week than the beginning level students.

There is a slightly greater proportion of men in advanced classes but in all levels women predominate. The median age of beginning students is older than students in intermediate or advanced programs with about four of ten students in the 20-29 year groups.

Sex and Age	Percent male	Median male
beginning	40.5	36.9
intermediate	42.0	29.4
advanced	44.3	30.7

Only 14% of the advanced students and new to the Centers Division compared to 22% of beginning level and only 14% of the intermediate.

The ethnic composition of the students varies slightly among the three ESL levels, particularly Hispanic and Chinese declining proportionately as the levels increase, and Southeast Asians and all others increasing. Although only a small proportion, Whites are twice their ratio in the advanced level as in the beginning level.

Ethnicity	White	Hispanic	Chinese	S.E. Asian	All Others
beginning	2.8	28.4	54.5	8.1	6.2
intermediate	3.7	25.4	49.9	11.3	9.7
advanced	6.1	19.1	48.8	14.9	11.1

Ethnicity obviously correlates highly with the primary language at home. Of interest is the large proportion of students in advanced classes speaking a much greater diversity of languages at home than in beginning classes.

Language at home	Spanish	Cantonese	Mandarin	Vietnamese	All Others
beginning	28.3	48.1	6.4	3.8	13.4
intermediate	25.0	41.0	9.0	5.9	19.1
advanced	18.2	32.9	14.2	8.7	26.0

The advanced students are more likely to go out of the local neighborhood for classes. Some 39% of beginning students walk to class compared to 26% of advanced students with intermediate in between. The difference is largely in use of public transit although the rate of driving more than doubles from beginning to advanced levels.

The advanced students had more years of schooling with a lesser percent having only a foreign education.

Education	Years of education		foreign education	Education in U.S.	
	6 or less	13 or more		high school or GED	Community College... or above
beginning	29.8	17.4	73.8	4.3	5.2
intermediate	15.6	28.2	65.6	13.3	7.0
advanced	7.8	38.4	68.3	9.3	7.2

Despite the fact that large portions of ESL students educated in the United States had at least a high school diploma, this was not enough to obviate the need for an ESL course. As about only half of all ESL students gave the goal of learning English it is indicative that learning English is only the means to the end. Some 18% of the advanced students desired to transfer to College. Job related reasons were important for all ESL students. Poor speaking skills were perceived as a greater problem for all students than reading/writing skills.

General Studies programs include those in Citizenship (32%) and designed for disabled students (67%). By nature, these are very different programs so there is no typical student.

This brief review of TOPS code analysis indicate some of the differences one finds in analysis of the various disciplines. More detailed program breakouts are available upon request, including those for the disabled students. The study of individual disciplines by Centers will probably be useful to those responsible for the specific courses and suggest areas in which changes in program or services may be implemented to better meet current or potential student needs.

2.e

Community College Centers

Funded Area

The State has designated nine areas of non-credit programs as qualifying for State apportionment. Any other may be offered as community service or "defunded" for which there is no state support but fees may be charged. This section looks at the student clientele in these state defined areas. The distribution of students enrolled in classes in each of these program areas as well as some characteristics are are shown in table following. Students are counted in each class and the table is, therefore, weighted accordingly.

	Enrollment Distribution %	% Female	Median Age	% Minority	Median Income
Citizenship	2.3	69.9	54.8	99.6	$8 800
ABE/GED/High School	5.6	52.8	24.3	86.8	6 500
All ESL	45.2	58.9	28.1	96.6	7 400
Disabled	4.7	48.8	35.2	48.0	7 400
Health/Safety	0.3	60.2	57.7	73.5	15 500
Consumer Ed/Home Econ	6.6	71.1	65.0	59.7	9 600
Seniors	5.9	81.5	70.0	40.6	8 600
Parent Ed	2.9	86.1	33.3	37.9	32 900
Voc Ed	24.1	58.4	31.9	75.2	14 500
Total Funded	96.6	61.2	33.4	80.8	8 600
Defunded	2.4	65.3	39.8	26.6	24 100
Total	100.0	61.3	33.6	79.5	9 000

As table above indicates, there are very large demographic differences among the different groups. Almost one half of students are in ESL programs, one fourth in vocational educational programs and the remainder split among classes primarily for the older adults and classes for basic and high school education.

Parent Education classes do have a small percentage of men participating, related also to the fact that only 9% of the students attend evening classes; they report exceptionally high incomes, a median of almost $33,000, concomitant with the fact that more than 60% have at least a community college degree. About one in three students have never attended a Centers class.

The Consumer Ed/Home Economics classes are addressed to a different group of older people than are the Senior programs. The former emphasize basic life skills and have a larger proportion of minority males than senior programs where students are most likely to be white women. Those in senior programs, perhaps because they are older, have lower incomes and consider themselves more likely to face physical/medical problems.

ABE/GED/High School students are the youngest group with lowest household incomes and also are substantially minority students. Students in the disabled programs are probably the most diverse group demographically, with no strong modal characteristics in any of the questioned areas. More than half expect no problems in completing their class work, although 15% may have medical problems.

Half of the students in the vocational programs have completed 12 or more years of schooling. Four out of five have received their highest education in the United States with more than two of five having attained a Community College degree or higher. More than 62% have immediate career aspirations with half of the rest having more short range educational goals prior to a career. Over one in three works full time, the largest proportion of students in any program group. Part-time work, seeking work, and studying full time account for the remaining students in equal parts. Except for Alemany and Chinatown, vocational programs are well represented at all Centers.

Some 7% of the students in vocational programs are in those designated as apprentices, two thirds of whom are 21-29 years old, 89% are men and 57% are White, compared to a much older group in the advanced occupational courses, 44% of whom are women and 76% minority. The lower level occupational groups include even more women and minorities.

The figures stress the importance of occupational programs for minority and/or women students in entry levels but also strongly suggest that the opportunity for minorities needs to be encouraged in the apprenticeship levels.

2.f

Community College Centers

Reason for Class - Objective

Students were asked to identify their major reason for taking the specific course and we find distinct differences in the student clientele dependent upon student goal. Note that a student in an ESL course might either list "learning English" as the major goal or respond with an occupational choice as knowledge of English might be the first step required to enter the job market.

Men and women are just about equal in the eleven percent of the students whose goal is either to complete a high school diploma or transfer to college . As the goal shifts to job related purposes the percentage of women increases. The proportion of women is at its highest when the goal is learning life skills and broadening background. Age follows the same general pattern.

Objective	Percent Distribution	Percent Female	Median Age
high school	4.4	51.0	22.3
college transfer	6.3	50.8	22.8
entry job	15.1	61.6	31.2
career advancement or changes	16.3	56.8	32.0
learn english	28.0	62.5	33.7
life skills	11.1	64.2	38.6
broaden background	18.8	66.4	55.9
Total	100.0	62.3	33.6

There seem to be very clear ethnic differences. Some 35% of all those working for high school diplomas are Black, 25% Hispanic and about 10% each for Chinese, Filipino and Whites. Of those seeking to transfer to College, 40% are Hispanic and 27% Chinese, with only 7% Black. It appears that Blacks may be more concerned with an immediate goal of high school diploma and Hispanics have a longer term goal of transferring to College. The proportion of Blacks drops off to 12-15% in direct job related categories except increasing to 22% in preparing for reentry jobs.. In absolute terms, there are fewer Blacks with the goal of an entry job than there are those with a high school objectives. Other minority groups show more students seeking entry jobs or better jobs; either they have completed their high school work or do not feel the necessity of such a diploma This is shown in table following.

Objective	Black	White	Hispanic	Chinese	Others	All
high school	35.1	10.5	24.9	8.9	20.6	100.0
college transfer	7.2	6.2	39.5	27.1	20.0	100.0
entry job	13.2	9.3	19.3	40.1	18.1	100.0
better job	12.4	17.9	21.5	29.4	18.8	100.0
career change	15.8	25.1	24.0	20.7	14.4	100.0
reentry	22.3	23.9	21.3	21.5	11.0	100.0
all students	10.5	20.5	19.2	33.3	16.5	100.0

Of those with a goal to learn English, 53% are Chinese, about 85% of whom speak Cantonese at home with the remainder speaking Mandarin. This is shown on table following in which language is shown next to the responses for an appropriate ethnic group. Obviously it is only an approximation as perhaps Southeast Asians also speak Chinese dialects at home. About half of the Southeast Asians may speak Vietnamese.

Ethnicity		Language at Home	
Hispanic	1 909	Spanish	1 870
Chinese	4 855	Cantonese	4 039
		Mandarin	738
Japanese	135	Japanese	138
Filipino	135	Pilipino/Tagalog	123
Southeast Asian	932	Vietnamese	431
Other Asian/Pac Isl	302	Korean	227
White	512	English [	357
Black	158	[	
Others	166	Others	1 093
Total	9 104		9 016

The relationship between ethnicity and language spoken at home apparently holds well within all class objectives; that is, language spoken at home is a function of ethnic background and not whether goal is to learn English or is more immediately job oriented.

Although 86% of all students whose goal it is to learn English are in ESL courses, ESL courses are the principal program for two of three students whose goal is to complete college prerequisites. Almost half of those seeking entry jobs are in ESL programs as are one in three of those with other occupational goals. Thus some students respond with short term goals and others with longer term goals.

			Program		
Objective	ESL	Voc	Hi-School GED/ABE	Other	Total
high school	15.9	10.2	64.7	9.2	100.0
college transfer	67.8	21.7	6.4	4.1	100.0
entry job	48.3	39.3	3.9	8.5	100.0
better job	38.9	52.7	3.0	5.4	100.0
change occupation	28.0	56.3	3.5	12.2	100.0
reentry job	32.4	45.1	4.1	18.4	100.0
learn English	86.0	4.1	1.8	8.1	100.0
life skills	16.7	25.1	2.7	55.5	100.0
broaden background	11.6	17.9	2.5	68.0	100.0
all students	45.2	24.1	5.6	25.1	100.0

Those whose goal it is to get a high school diploma are more likely to use public transportation, 56%, than those who are seeking to get a better job or change occupation, 42%, the latter group using a car more frequently to get to class. The largest proportion of walkers, one in three, are learning English. This obviously is correlated to household income. Half of those with a goal of high school diploma have an income of less than $5,000. For those who seek entry level jobs, 40% have less than

$5,000, dropping to 30% for those changing occupation to 25% for those seeking to broaden their background.

As would be expected those whose goals are entry or reentry jobs are most likely to be seeking work, 30%, and those seeking a better job have a 50% chance of working now. Almost 25% of those whose goal is to attain life skills or broaden their background are employed full-time now, about the same proportion as among those learning English.

Correlated with seeking work is the desire for job placement assistance, highest among those seeking entry jobs or reentry jobs. About two of three of those students request job counseling or job placement assistance as their first choice of student service. Job counseling and program planning are both high needs for those completing college prerequisites. Request for financial aid is also highest for the two youngest groups, those with high school diploma and college prerequisites goals, although those seeking entry or reentry jobs identified financial problems as potentials to preventing program completion.

Those students with a goal of completing college prerequisites or getting an entry job, on the average spend more hours in class than those learning English or with other career goals; those whose goal it is to broaden their background and supplement their life skills spend the least, 5 or 6 hours.

Some 34% of those with high school goals are new students with 22% having attended the previous summer. This is probably related to their age and discontinuing of attendance in regular high school classes. One in five students learning English are new students with 38% having attended during the summer. About one in four students with occupational goals are new, with one in two having attended the previous spring or fall. The highest proportion of students returning after two or more years are those seeking to change jobs, perhaps indicating prior satisfaction with Centers courses and now returning for further skills.

Those seeking high school diplomas or college prerequisites are most likely to be full-time students followed by those seeking entry jobs or to learn English, somewhat correlated to the number of hours per week attending class.

The need for improving speaking skills was identified by 20% of those whose goal was to learn English, as might be expected. But also almost one in five of those seeking entry jobs identified speaking skills as the major problem area. Reading, writing and particularly math skills were identified by one in three of students seeking high school diplomas, about the same number as those who did not expect to have any problems. Basic skills development was also a significant problem area for college bound students.

2.g

Community College Centers
Residential Planning Areas

Each student was asked to record the ZIP code of his or her residence. The responses are available by each ZIP code for detailed analysis by appropriate staff and then brochures may be mailed to area households based on needs assessment and program availability. The ZIP-code responses were then grouped into planning districts composed of several ZIP codes. Table following shows the distribution of our student enrollment for each district as well as the proportion of students taking only one class.

Planning District	Percent Distribution	Percent Taking Only One Class
1. Richmond/Presidio	8.6	53.5
2. Marina/Civic Center	21.1	85.3
3. Chinatown/NB/Downtown	12.3	76.5
4. SOMA/Western Addition	11.2	73.0
5. Haight/Twin Peaks	6.6	72.2
6. Mission	11.2	69.4
7. Potrero/Bayview/Vst	7.4	65.0
8. Ingleside/Stonestown	8.3	70.7
9. Sunset/Parkside	7.8	71.4
Outside San Francisco	5.5	78.2
Total	100.0	72.5

Our students live in all areas of the City. As these planning districts do not represent equal populations, it should be noted that it is not evident that we draw from some neighhorhoods at a rate significantly greater than from other areas. City-wide, the participation rate is about 5% or one of every 20 adults attends a Centers class. Although overall about three of four students report taking only one class, it ranges from one in two in the Richmond/Presidio area to 85% in the Marina/Civic Center area. Yet the demographic make-up of these students are not too dissimilar as can be seen from table following. Yet there are significant differences among the students resident in each area.

Planning District	% Gender	Median Age	% Minority	Predominant Minority and %	
1. Richmond/Presidio	65.4	38.1	74.0	Chinese	48.9
2. Marina/Civic Center	62.7	34.7	74.4	Chinese	37.2
3. Chinatown/NB/Downtown	61.8	35.5	94.6	Chinese	84.4
4. SOMA/Western Addition	53.8	39.0	76.5	Black	20.3
5. Haight/Twin Peaks	60.5	36.3	54.0	Hispanic	18.1
6. Mission	56.3	30.2	85.8	Hispanic	62.7
7. Potrero/Bayview/Vst	66.4	31.0	85.4	Black	33.6
8. Ingleside/Stonestown	61.7	34.3	67.1	Hispanic	32.9
9. Sunset/Parkside	63.8	38.9	94.0	Chinese	49.9
Outside San Francisco	47.9	30.9	62.3	Hispanic	21.7
Total	60.5	34.5	77.2	Chinese	33.7

In all areas, it appears that the percentage of minorities in our student body is larger than the percentage of minorities in the population; the percentage of those not speaking English at home correlates with ethnicity. What appears from the figures is that ethnic-language patterns are significant determinants of school attendance in ESL classes and geography plays no role other than the fact that certain areas are more dominant for different ethnic groups.

The proportion of students who walk to school varies considerably among the planning districts with two of three in the Chinatown/North Beach area walking. Bus and streetcar are most used in the Richmond/Presidio and Sunset/Parkside districts.

One of the important objectives of a geographic analysis is to determine if targeted public relations mailings to a specific ZIP code area is effective. Knowing the characteristics of students we serve, the population base in a ZIP code area, the kinds of programs to which we give high priority and the demographics of students in those programs, decisions can be made about publicizing our educational programs in selected areas. Such needs assessment and selective mailing offer a cost-effective opportunity. Data is available in each Center on student demographics for each ZIP code. Census data by ZIP code is also available although the 1980 Census may now be obsolete.

2.h

Community College Centers

Date of Last Prior Class Attendance

More than one of two of our students are continuing from either the Spring or Summer semester. And 14% do return after a lapse of two or more years. The first time students, not surprisingly, are the youngest; 29% are 24 or younger with a median age of 31.3 years. Continuing students are the oldest with a median age of 37. Returning students are in between. Perhaps those who attended a year or more ago are now returning for job upgrades which appears to be borne out by the statistics on their objectives; perhaps they recognize the value of "life-long learning." Of those 65 and older less than one in ten are new students. This may indicate that as the population ages, more students will continue and there will be a smaller pool from which to attract new students. This is shown in table following.

			percent	
last attended	%	median age	24 and younger	65 or older
summer 1986	31.1	36.0	20.2	17.2
spring 1986	21.5	37.3	16.7	16.2
fall 1985	11.1	32.9	25.6	8.6
2 or more years ago	13.8	34.7	14.1	11.1
never	22.5	31.3	28.7	9.0
all	100.0	34.5	21.1	13.5

An observable ethnic pattern is that the Chinese students become an increasingly greater percentage of the student body as they continue in class. Hispanic students are more likely to return after an absence of one year.

	Continuing		Returning		New
	1986		one	two or more	
	summer	spring	year ago	years ago	
Black	7.0	9.3	10.8	14.1	10.7
White	28.5	26.7	17.0	23.0	28.5
Hispanic	18.2	16.1	22.9	16.7	18.7
Chinese	42.5	34.0	32.7	28.0	25.5
Other	13.9	13.9	16.6	18.2	16.6
all	100.0	100.0	100.0	100.0	100.0

Some 33% of students who are returning after two years are now taking occupational programs compared to only 14% of summer school continuers, 56% of whom are in ESL courses. Their median income is approximately $3,000 higher than returning summer school students.

2.i

Community College Centers

Funding Source

Most of our classes are funded under standard state apportionment. A small group are community service courses, particularly arts and language, which are supported by student fees. Several JTPA and VEA classes as well as those under contract, each with a different funding formula, were held during the study period. Students in state supported (ADA) classes are 94% of the total.

Although there are small numbers in classes funded other than by State apportionment, there are significant differences. The community service students are older and wealthier than those in state funded classes as shown in table following. One in five are minority students compared to seven of ten students for whom we receive state apportionment.

	State Apportionment	Community Service	Contract Ed	Other Contract
percent female	62.1	64.7	78.4	27.7
median age	33.6	40.8	38.1	28.4
median income - $	8 600	25 000	17 400	16 400
percent minority	71.3	21.3	70.3	57.2

Although some of the community service students have work related goals, almost half do want to broaden their background. This relates to the statistic that 58% already have at least a bachelor's degree or higher. Most community service students are taking just one class.

Apprentices made up about 60% of the other contract component and are better described in that special program category, explaining the proportionately low percent of women in that group. The apprentices can be studied from more detailed programmatic runs but their basic demographics include 8% women, 60% White, 15% Hispanic, 9% Black and 16% Asians and others.

2.j

Community College Centers
Time of Classes

As might be expected, there were differences in the students attending morning, afternoon and evening classes. A large part of the difference can he explained by the fact that senior adults attend classes only in the morning or early afternoon and they are most likely to be women.

	% Distribution	% Female	% 20 and under	% 65 and older
morning	48.6	64.7	10.5	17.5
noon - 2.55 p.m.	18.8	67.1	12.7	13.6
3:00 - 4:25 p.m.	3.6	60.9	16.8	2.9
4:30 - 5:55 p.m.	5.6	50.4	7.0	2.0
6:00 - 7:55 p.m.	19.4	51.0	9.2	1.9
8:00 and later	4.0	57.4	4.4	2.2
total	100.0	61.3	10.4	11.8

Late afternoon and evening classes are attended largely by employed persons in vocational education classes including the apprenticeship programs. Nevertheless in the evening, about half of the students do attend ESL programs. In mid-afternoon classes are primarily ESL.

It should be clearly noted that the pattern of actual attendance hours is only related somewhat to these enrollment patterns because of the class hours per student. Only 7% of evening students attend 18 or more hours per week compared to 32% of morning students and 43% of early afternoon students. Thus actual class hours are much more heavily weighted in favor of morning and early afternoon classes.

2.k

Community College Centers

Gay Men and Lesbians

Some 753 persons attending the Centers Division identified themselves as either gay men or lesbians or about 3.1% of S.I.Q. respondents. It is unknown, of course, how many gay men or lesbians did not choose to identify themselves, or whether any persons responded to that question in error. But as the numbers are small, extreme caution should be used in interpreting these results.

The 291 lesbians are, on the average, three years younger than the gay men where the reverse pattern holds for the total student population. The median age of lesbians is 31 and of gay men 34. The median age of all Centers women students is 36 compared to 33 for men. Only 19% of the self-identified gay students are 45 or older compared to 32% of all Centers students.

About 42% of the homosexual students are White compared to 23% of all Centers students as shown in table following.

				% Distribution	
	Gay Men	Les-bians	Total Gay	All Gay	All Students
Black	43	36	79	10.7	9.7
White	215	93	308	41.6	22.8
Hispanic	71	18	89	12.0	18.3
Chinese	67	85	152	20.5	33.7
S.E.Asian	15	21	36	4.9	5.1
All others	41	35	76	10.3	10.4
All	452	288	740	100.0	100.0

There appears to be a smaller proportion of ethnic minorities among gay men and lesbians compared to the total student body. The reader is reminded again that statistical errors, when we are speaking of small numbers, may be significant, as well as the fact that students were asked to self identify themselves on a personal matter.

Some 33% of gay/lesbian students had never attended a Centers class prior to Fall 1986 compared to 23% of all students. Conversely there was a lesser proportion continuing.

In keeping with the pattern of age and ethnicity was their class objective. Some 15% attended to learn English and 22% to broaden their background. About 40% had occupational goals, a higher rate than the total student body, primarily those seeking a new occupation. This shows up also in the fact that gay men were in vocational education classes at a rate higher than that of the total student body.

About one in three gay/lesbian students reported a disability compared to less than one in five of all students. If they expected to have a problem in completing their class work, it would more likely be in family/personal relations and financial than the total student body.

The gay/lesbian students live in all areas of the City but with a heavier concentration in the Marina/Civic Center district and the Haight/Twin Peaks area. The Southeast Center, which administers the classes given in the Castro/Valencia program does have a higher proportion, 8%, of gay/lesbian students than other centers.

2.1

Miscellaneous Community College Centers

In 1986 many more computer runs were prepared showing new and different comparisons. This section mentions just some of the highlights of analysis of some of these runs and may trigger others to do more detailed research.

Disability

About one in five students indicate a disability, but the demographics are very different dependent upon type of disability. The median age of those with impaired speech or learning disability is about the same as those with no disability--33 years. Those with impaired vision have a median age of 42, whereas impaired hearing is 60 and limited mobility 65 or older. Medical disabilities have a median of 56. But, all groups have significant segments under 30 years old as seen in the following table.

	% Distribution	Median Age	% 29 or younger	% minority	% Job Related Goal
Impaired Vision	4.6	41.6	29.6	70.1	30.7
Impaired Hearing	1.8	59.6	14.7	53.7	18.3
Impaired Speech	0.9	32.9	45.2	87.9	33.5
Learning Disability	2.4	32.7	40.0	74.5	27.8
Limited Mobility	1.9	65 +	11.0	46.3	14.2
Medical Disability	3.0	56.0	15.5	63.6	23.6
Other	4.2	35.6	30.2	60.2	31.1
None	81.2	33.5	39.7	79.7	30.8
Total	100.0	34.5	37.1	77.2	29.9

Compared to what one might expect from the total student body, there are fewer Hispanic students with hearing or mobility problems and a larger proportion with learning disabilities. Blacks are underrepresented with hearing impairments and were over represented with medical disabilities. Chinese are fewer than might be expected in the learning disability, limited mobility and medical disability areas. Despite their disability almost half did not expect any problems in completing the course, except for those with impaired speech of whom only one in four expected no problem. The problems did seem to correlate with their disability. Those with disabilities were represented in all funded areas. ESL and Senior programs attracted larger numbers with the latter correlated to age, i.e. limited mobility in particular. Vocational Ed programs attracted larger proportions of those with impaired vision than other disabilities. Teachers and counselors were more important as the means by which the student learned of class opportunities than for non-disabled students.

Learning About Class

The need to use public information monies effectively resulted in the question of how the student learned of the class. The higher the individual's education in the United States the more apt he or she is to determine the necessary information from the catalog and a district schedule. With those predominantly foreign educated, TV, friends and inquiry at school are more important. This appears to correlate also with educational purpose. Those seeking a better job rely more heavily on schedules sent to home and catalog. Newspapers and radio and TV are used extensively by those wishing to learn English. Nevertheless, radio and TV are used as the primary source by relatively few students.

			Reason for Class	
	% District	English as Primary Language	Better Job	Learn English
1. Dist. sched. sent to home	6.5	56.1	14.7	13.2
2. This Center's notice sent to home	3.7	50.6	15.3	17.5
3. Program flyer	3.9	56.2	12.4	12.7
4. Catalog	3.2	48.0	13.3	11.3
5. Inquiry at school	13.1	23.8	10.8	34.1
6. Teachers/Counselors	11.6	43.8	8.8	23.3
7. Newspaper	2.5	23.3	8.1	37.9
8. Radio or T.V.	1.4	18.8	9.0	35.8
9. Friends	46.2	25.5	9.9	34.8
0. Other Publicity	7.9	59.6	11.2	11.0
Total	100.0	34.7	10.7	28.0

Main Problem in Finishing Course

Although women account for 61% of the Centers students, those recognizing math skills as a potential problem include a lesser percentage of women, 56%, a small difference but perhaps significant. One in four is 20 or younger compared to one in ten with speaking skills problems. They are also heavily weighted by black students, a large proportion of whom did not complete elementary school, although they went to school in the United States. Those who perceive family/personal or financial problems are more likely to be Hispanic.

City College

3.a

City College of San Francisco

Age

At City College there are more women than men, in both day and evening divisions, 52% and 56% respectively. This is in all age brackets except that men predominate among the 25-29 year old day students. This may signify that women do not attend day classes to the same degree as men during their prime child-bearing years.

Through 24 years of age, about four of five students in each division are minorities; it reduces to about 50% after age 35, particularly because of the drop in older Chinese students. Blacks and Hispanics are represented in all age groups at about the same rate. These same relationships hold for evening classes also except that there are fewer minorities proportionately in evening classes, as shown in table following.

	Distribution		% Minority	
	Day	Evening	Day	Evening
under 18	4.7	.9	78.0	79.0
18 - 19	25.3	4.5	82.1	81.4
20	11.8	3.2	83.6	80.8
21 - 24	24.9	18.0	79.4	76.9
25 - 29	13.3	23.1	61.2	60.9
30 - 34	9.0	18.7	58.5	54.4
35 - 44	7.4	21.5	48.6	48.7
45 - 54	1.9	6.5	56.7	52.2
55 - 64	1.1	2.9	37.1	43.0
65 or older	.6	.8	42.6	37.9
Total	100.0	100.0	72.8	67.1

Less than half of the 20-24 year olds attending during the day speak English at home, although more than half of those younger do. The percent speaking English at home increases as the students get older, correlating with the fewer Chinese as mentioned above. Except for the few students under 18, larger proportions of evening students speak English at home than do day students.

The use of public transportation starts at a high rate for the younger students, about 60% in day and 50% in evening, and drops as students age with the use of automobile increasing correspondingly. This correlates with incomes in the later years but not earlier. Interestingly the very youngest student have higher than average household incomes as can be seen in the table following.

	Median Income		% Working Full Time	
	Day	Evening	Day	Evening
under 18	18 800	17 500	11.5	34.8
18 - 19	15 800	14 100	14.2	54.2
20	12 400	12 300	17.9	64.2
21 - 24	10 100	10 300	26.4	73.3
25 - 29	10 300	21 300	38.1	84.0
30 - 34	12 200	23 100	35.4	83.3
35 - 44	11 400	25 100	34.7	79.3
45 - 54	11 500	27 700	35.3	81.0
55 - 64	17 300	23 400	22.9	57.0
65 or older	16 200	18 200	9.5	33.3
Total	12 800	20 700	24.6	77.2

The explanation may lay in the fact that the younger students live with their parents and, therefore, their household incomes are higher than those of young persons starting on their own. Just about the lowest median income is attributed to the 25-29 year old day students, the age bracket that shows the highest proportion working full time. Another indication of the financial plight of that age group is the fact that in day 15% listed financial problems and another 9% work conflicts as possible problems in completing the semester, more than any other age groups. In evening division work conflicts are the largest potential problem for all age groups.

Three out of four students 20 and younger have a transfer goal; it drops to 64% for 21-24 year olds; dropping down to one of four for ages 45-54 years old. Of those who plan to transfer by far the largest group plan to transfer to San Francisco State in all age groups. U.C. Berkeley is the second choice. A large proportion, particularly among the older students are undecided as to where to transfer.

Until about age 30 the typical students take 12-15 units dropping rapidly thereafter. This relates to the transfer goal of that age cohort and the intensity of their education.

As might be expected 80% of those under 18 are attending their first CCSF class, dropping to half that rate for 18-19 year olds. From that age on about 13% are new students with most continuing although as they get older they are more likely to return after an absence of more than a year. Some 16% of the 21-24 year olds have already completed more than 60 units at CCSF, a rate maintained in all age groups.

Although evening students are less likely to have transfer goals than day students, more than half of those students under age 22 do. Larger proportions of all age groups do have ultimate transfer plans although not specific. This suggests that transferring is a longer range goal for students who must first respond to shorter range needs, either occupational or of "personal interest."

Student services are in demand by students of all ages but decrease with age in both day and evening as shown in table following.

Student Service	% Distr.	Career Counsel.	Ed. Prog. Planning	Transfer Info.	Others	None
Day						
18 - 19	25.3	33.1	22.3	26.6	10.3	7.7
20	11.8	31.5	23.0	24.6	10.3	10.6
21 - 24	24.9	29.9	20.5	24.4	14.0	11.2
25 - 29	13.3	29.1	23.1	17.9	14.1	15.8
30 - 34	9.0	29.2	18.5	13.6	20.4	18.3
35 - 44	7.4	31.1	19.1	9.0	17.4	23.4
all students	100.0	30.5	21.2	21.5	13.4	13.4
Evening						
18 - 19	4.5	30.9	23.9	22.2	10.4	12.6
20	3.2	39.6	17.2	16.6	8.3	18.3
21 - 24	18.0	32.9	17.6	15.7	10.0	23.8
25 - 29	23.1	28.7	15.1	10.5	10.7	35.0
30 - 34	18.7	24.9	17.2	7.1	11.2	39.6
35 - 44	21.5	22.9	15.3	6.7	10.5	44.6
all students	100.0	26.6	16.4	10.1	10.6	36.3

Career Counseling is requested by all age groups in a fairly constant proportion, whereas transfer information is desired by the younger students. Educational program planning remains fairly constant for all age cohorts. Given a second choice of student services desired, most students chose career counseling, educational program planning or transfer information. However, more than one in ten of all ages would like job-seeking skills services.

More than half of the day students expected they might have some problem in finishing the semester; the younger students were more concerned with study habits and basic skills and the older with financial problems or work conflicts. The 30-44 year olds also listed family/personal and child care in greater proportion than other age groups. The evening students, perhaps because they were working, had less financial worries but in all age cohorts work conflicts were a significant headache. Child care and family/personal were perceived to be larger problems than study habits for the 25-34 year olds; they apparently licked the study habit problem when they were younger, but now head young families.

Student Service	Study Habits	Basic Skills	Financial	Work Conflicts	All Others	None
Day						
18 - 19	14.0	17.5	7.7	6.3	4.8	49.7
20	13.0	18.0	10.0	9.9	6.5	42.6
21 - 24	9.9	20.6	12.8	10.7	7.2	38.8
25 - 29	4.8	15.9	15.8	16.6	9.4	37.5
30 - 34	3.6	13.1	17.0	15.5	13.3	37.5
35 - 44	3.1	10.9	13.6	12.8	12.9	46.7
all	9.6	16.9	11.5	10.6	7.6	43.8
Evening						
18 - 19	11.3	12.2	6.7	16.8	5.1	47.9
20	9.2	13.2	7.5	12.1	4.0	54.0
21 - 24	7.4	10.4	6.3	18.8	5.6	51.5
25 - 29	3.6	6.4	4.6	26.1	7.0	52.3
30 - 34	3.3	6.5	3.8	24.1	6.4	55.9
35 - 44	1.5	6.2	4.3	21.2	9.8	57.0
all	4.2	7.5	4.7	21.3	7.0	55.3

3.b

City College of San Francisco

Ethnicity

There appears to be different demographic patterns among the ethnic groups. Southeast Asians and other Asian students are predominantly male in both day and evening divisions. The differences are even more marked in the evening, 59% of Southeast Asian and other Asians are men, compared to 44% of all students. All minority group students, both day and night, are younger than White students as shown on table following:

	Day			Evening		
	% Distribution	% Female	Median Age	% Distribution	% Female	Median Age
Am.Nat/Am.Ind.	.6	42.6	23.5	.6	60.6	27.9
Black	10.0	58.3	23.5	8.5	57.5	31.0
White	27.2	55.9	25.9	47.7	57.5	32.6
Hispanic	10.7	51.5	22.5	10.2	54.6	27.5
Chinese	30.2	50.9	20.9	16.6	57.3	28.4
Filipino	9.3	52.2	20.3	8.1	55.0	26.3
Japanese	1.7	54.1	23.0	1.5	67.9	30.6
S.E. Asian	3.9	38.7	21.5	2.1	41.1	28.6
Other Asian	3.2	44.4	21.8	1.7	41.1	28.0
Other	3.2	51.0	23.1	3.0	57.5	29.5
Total	100.0	52.4	22.3	100.0	56.4	30.1

Most Black and White students speak English at home which correlates with those who have attained a high school diploma in the United States. However, only 27% of Chinese day students speak English at home and 34% of evening students; yet 75% of the Chinese students have at least a high school diploma from a United States school. Perhaps these students are truly bilingual, maintaining their culture at home. Hispanics are in between with about 45% speaking English at home and 85% having at least a high school diploma in the United States.

	Day		Evening	
	English Prim. Language	At least HS US Dip.	English Prim. Language	At least HS US Dip.
Black	93.6	93.5	97.2	98.0
White	93.9	93.1	95.9	94.6
Hispanic	43.6	86.8	47.8	82.1
Chinese	27.3	74.8	33.8	76.4
Filipino	51.2	84.5	40.7	64.3
Japanese	60.7	70.9	80.5	89.2
S.E. Asian	8.4	64.9	12.6	60.8
All Students	57.7	83.8	72.8	86.7

There seems to be an ethnic difference in the reasons for selecting City College. Table following shows the principal reasons selected separately for Day and Evening students.

	Black	White	Hispanic	Chinese	Filipino	All Students
Day						
reputation/CCSF	19.2	16.0	17.8	8.9	9.9	13.6
lower fees	20.6	32.4	25.5	29.7	30.3	28.3
special programs	25.1	22.9	24.7	16.0	20.4	20.6
live at home	9.0	6.3	10.9	11.2	8.3	9.2
inelig. CSU/UC	7.6	11.0	5.5	14.4	11.9	11.3
all others	18.5	11.4	15.6	19.8	19.2	17.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
median income	$9 000	14 800	12 900	12 200	19 200	12 800
Evening						
reputation/CCSF	21.9	11.7	20.4	9.6	14.2	13.4
lower fees	30.9	42.1	32.1	33.1	36.0	37.3
specialpPrograms	24.2	26.1	26.0	26.3	24.8	25.7
live at home	5.8	2.2	5.2	8.9	6.5	4.7
inelig. CSU/UC	2.2	3.4	3.0	6.3	3.2	3.7
all others	15.0	14.5	13.3	15.8	15.3	15.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
median income	$12 550	23 000	17 750	20 500	21 300	21 100

Although lower fees was given as the dominant reason for choosing City College among all ethnic groups in day and evening, it was selected by a much higher proportion of White students than of minority students, particularly higher than Blacks and Hispanics. When combining with "live at home" which may be an economic as well as a cultural reason, the proportion of minorities selecting economic reasons is about the same as for Whites. The level of household income surprisingly relates inversely to importance of lower fees. The higher the median income level of each ethnic group the more important is the selection of low fee as the predominant choice. This holds for day and evening both.

White students also select special programs to a greater degree than other ethnic groups. One might infer from these figures that White students feel they have more opportunities available to them and so the selection of CCSF is a very deliberate decision based on costs or availability of a special program. A measurable portion of the students chose CCSF because they were ineligible for either the UC or CSU system, particularly among the Chinese students and to a lesser extent Whites. The greatest proportion of day students with a transfer goal were Chinese followed by other minorities. Although one of two White students hoped to transfer, it was the lowest percentage of all ethnic groups in the day division. The data, of course, do not define a specific conclusion but rather are suggestive that income level is a dominant factor as much or more so than ethnicity. Certainly it bears further investigation.

There are slight ethnic differences in either persistence at City College as measured by period of last attendance or number of units completed for day students. Chinese, other Asians and Blacks were more apt to have attended summer classes, balanced by Hispanics and Whites who attended the previous spring semester. For evening classes, 28% of Whites are new students, compared to about 15-19% of Blacks, Hispanics and Chinese.

For all groups, more students had not completed any units at CCSF than had never been there before implying that they either failed or dropped prior courses. Minority students expect to have problems with basic skills at rates about twice as high as for White students and Chinese students at highest rate, particularly because of language problems. Filipino are concerned with their study habits to a degree greater than other minorities in the day division. Potential problems for evening students are perceived to be less than for day students in all ethnic groups, with work conflicts being the most significant.

Some form of student services is desired by about 90% of students in each ethnic group except Whites and Japanese, of whom only about 80% desire some such assistance. Transfer information is desired at a slightly higher rate by Asians than other ethnic groups. Career counseling and educational program planning are seen as other large needs.

3.c

City College of San Francisco

Educational Goal

Students were asked to identify their primary educational goal and student demography varies dependent upon the goal. The educational goal to transfer is the strongest goal given by both day and evening students with 61% and 29% respectively. The transfer student is several years younger than his colleagues with a median age of 22 compared to 25 for all students. The older students were in school to advance or change their occupation and for personal interest. Perhaps it is of significance that although there are more women students, in the transfer program goal exactly half are women or 5-8 percentage points less than the other goals, except entry level jobs.

	% Distribution	% female	Median age
Transfer program	47.5	50.4	22.1
Two year degree	11.6	54.4	24.4
Semi-pro certificate	4.8	56.8	25.5
Entry level job	3.0	46.6	25.0
Advance in occupation	5.2	55.6	31.9
Change occupation	5.0	56.2	32.2
Determine ability	2.7	54.4	27.6
Improve English	2.5	57.7	27.1
Personal interest	15.3	58.8	30.6
Other	2.4	58.5	28.5
Total	100.0	53.4	24.6

The ethnic differences among students selecting the specified educational goals are significant. As minority students made up 67% of the student body, one might expect minorities to represent a greater proportion of students in each goal category.

The proportion of minorities with the objective of learning English is, as would be expected, very high. Of the students with that goal, 59% are Chinese and 14% Hispanic. The proportion of Blacks, Hispanics and Chinese with a transfer objective is higher than their share of the total student population. Minorities are lower proportions of those wanting to advance in their careers or taking courses for personal interest. Their immediate goals are on the educational ladder prior to the career ladder.

	All Students	White	Black	Hispanic	Chinese	Other	Total
Transfer	47.5	25.0	10.7	11.1	30.5	22.7	100.0
Two year program	11.6	25.7	11.7	13.3	23.8	25.5	100.0
Semi-pro cert.	4.8	39.0	10.0	14.3	17.9	18.8	100.0
Entry level job	3.0	27.4	9.8	13.0	26.2	23.6	100.0
Advance in occ.	5.2	45.3	9.9	11.4	13.6	19.8	100.0
Change occupation	5.0	47.3	11.1	8.6	18.5	14.5	100.0
Determine ability	2.7	38.4	9.4	9.2	21.8	21.2	100.0
Improve English	2.5	6.3	3.7	14.6	58.6	16.8	100.0
Personal interest	15.3	54.1	6.2	8.0	17.9	13.8	100.0
Other	2.4	48.3	6.2	6.4	15.9	23.2	100.0
Total	100.0	32.9	9.7	10.9	25.6	20.9	100.0

Of those who seek to transfer, in the day 5% already have a community college degree in the United States. In the evening, although the number of transfer students is smaller, 12% already have a community college degree. About 1-2% claim a BA degree. Thus students who have transfer as a goal are not only the young traditional high school graduates. Although the median age of day students with a transfer goal is 20, over 10% are 30 or older. In evening, their median age is 26.5 years but one in three is 30 or older. They include those who it may be hypothesized are taking further courses to help them succeed in a four year college and who might be taking prerequisites to change their major.

Those whose goal it is to advance in their career are much more likely to have attained a degree already. Some 31% already have a B.A. or post-graduate degree. Where the goal is personal interest, then 44% have already completed their B.A. It is of interest that regardless of the educational goal stated, significant numbers have transfer plans. For example, 52% of students whose goal is job advancement nevertheless expect to transfer after attainment of that goal, as do 40% of those whose goal is personal interest.

In all categories, San Francisco State is the transfer school of choice. For those whose immediate goal is transfer, about one in two select S.F. State. U.C. Berkeley is a distant second choice with 14%, followed by others in the CSU system and private colleges in San Francisco.

The typical day transfer student is currently taking 13 units; those working towards a 2-year degree or semi-professional certificate are taking 12 units. Those with entry job related goals take 10 units, dropping to six for job advancement or personal interest. The same relationship holds in evening division, but at lower levels The median number of units taken for a transfer student is 6 and only 3 for job advancement or personal interest.

Transfer students were somewhat more likely to have attended in the summer than any other group, in both day and evening. Day students with a transfer or 2-year program goal were just slightly more apt to be new than corresponding evening division students. Nevertheless, almost 10% had completed more than 60 units at CCSF including 13% of those taking courses for personal interest.

Almost 30% of both day and evening transfer students did want transfer information; otherwise career counseling was the most desired counseling service followed by educational program planning.

3.d

City College of San Francisco

Transfer Plans

Students were asked to identify the institutions to which they planned to transfer if they had transfer plans. Only 15% of day students had no transfer plans, apparently as longer-range goals as only 61% expressed transfer as a main goal. There appears to be significant demographic differences. Overall, about the same number of women plan to transfer as men 51:49. Women plan to transfer in greater proportions to San Francisco State, University of San Francisco and Golden Gate or in other words to schools in San Francisco. Only 42% of those planning to transfer to U.C. Berkeley are women.

The median age of students planning to transfer to U.C. Berkeley or another U.C. campus and to a State University other than San Francisco are perhaps a year younger than those whose goal is S.F. State, or USF or Golden Gate. The median age of those not planning to transfer is 28.7 compared to 20-21 for all transfers.

By and large the ethnic percentage distribution is similar regardless of the transfer option selected, but there are some significant differences. Disproportionately large proportion of Whites have no transfer plans offset by high proportion of Chinese who do. Of those selecting U.C. Berkeley there are relatively fewer Black students than in other options. White students proportionately anticipate private colleges offset by the smaller number of Chinese students planning to transfer to private institutions. Hispanic select trade and technical schools at slightly higher rate than expected and Whites at a lower rate. This is shown on table following for day students.

	Black	White	Hispanic	Chinese
No transfer plans	10.5	44.1	9.7	18.5
S.F. State	10.3	21.3	11.1	33.0
Other State	8.6	21.3	8.6	39.8
U.C. Berkeley	5.1	26.6	10.9	37.6
Other U.C.	10.3	23.7	10.0	34.0
USF/Golden Gate	12.3	19.9	13.2	33.4
Other Public	12.4	23.1	11.6	28.4
Other Private	11.6	34.2	8.9	26.3
Trade/Tech	19.7	18.8	14.5	23.9
Total	10.0	27.2	10.7	30.2

Household income is strongly related to choice of transfer institution. For day division students, the lowest median income is registered for those choosing San Francisco private institutions, University of San Francisco and Golden Gate at $10,700, followed by San Francisco State at $11,900. Leaving San Francisco, the median income rises to $13,000 at Berkeley, $14,200 at other Cal State Universities and $16,000 at other U.C. campuses.

A different pattern holds for evening students whereas the highest median income is reported for those wishing to transfer to USF or Golden Gate, perhaps explained by the fact that 85% are working full time and expect to continue working after they transfer at a greater rate than other evening students. Nevertheless, almost four in ten chose CCSF because of lower fees.

The special programs offered by CCSF were the big drawing card for those who selected a technical or trade school. On the whole, those students took fewer courses than their university transfer counterparts or those who had no transfer plans.

Those desiring to transfer to U.C. Berkeley feel the greatest need for transfer information; some 38% request such service. Those wanting to transfer to San Francisco universities, S.F. State, USF or Golden Gate feel the need for such assistance at a much lower rate, 23% and 16% respectively. Those transferring to a technical school much prefer career counseling, which nevertheless was strong for all groups.

3.e

City College of San Francisco

Resident Areas

Each student was asked to record the ZIP code of his or her residence. Responses could then be grouped into planning districts composed of several ZIP code areas to approximate City of San Francisco planning areas adopted before the 1970 Census. Data for each ZIP code is available for detailed analysis compared to Census data as well as for targeted mailings to certain population groups.

City College students live in all areas of the City. There are minor differences between day and evening students, the most significant being fewer evening students from Chinatown/North Beach and a larger proportion from the Haight/Twin Peaks area. More than ten percent live outside the City limits, most of whom are from San Mateo County. The geographic distribution of City College students and some basic characteristics are shown in table following.

	Percent Distribution			% Minority	% Public Transport	% Transfer Program	% Occup.
	Day	Night	Total				
Richmond/Presidio	12.9	10.6	11.8	73.8	44.9	51.8	12.3
Marina/Civic Center	7.0	7.0	7.0	56.9	61.8	46.5	12.1
Chinatown/N.Beach	6.7	3.9	5.8	84.3	69.0	56.1	11.7
SOMA/Western Add.	7.4	7.2	7.3	63.1	61.5	46.8	12.0
Haight/Twin Peaks	9.4	16.4	11.8	37.1	45.3	38.0	14.6
Mission	7.4	9.6	8.2	64.4	50.7	44.8	14.9
Potrero/Vay View	8.7	6.1	7.8	84.3	45.8	52.3	11.9
Ingleside/Stonestown	13.8	15.1	14.2	73.1	31.9	48.7	12.8
Sunset/Parkside	15.0	13.2	14.4	66.0	51.8	50.6	11.6
Outside San Francisco	11.8	10.8	11.5	69 5	27.2	44.8	15.1
Total	100.0	100.0	100.0	67.1	44.5	47.5	13.2

The proportion of minorities from outside of the City is about the same as among all CCSF students. However, there are relatively fewer Chinese students among the residents outside the City, and relatively more Hispanics. Filipinos are 9% of the student population but 16% of those outside the City, or 18% of all Filipino students live outside the City. Within the City there are very large ethnic differences dependent upon the overall City population demographics. For example 71% of all students from Chinatown/North Beach are Chinese, 33% of those from the Mission District are Hispanic and 30% of those from Potrero/Bayview are Black. Data available by census tracts show even greater concentrations of different groups in specific tracts. In the Haight/Twin Peaks district, one in five students identify themselves as gay men or lesbians compared to 6% overall.

The use of public transportation to get to classes is a function of geography--transit availability and distance from the campus. For example only 32% of those living in Ingleside/Stonestown use transit, but 17% live near enough to walk. However, the reason for choosing City College does not seem to be related to geography but the educational goal may be. For example, although the proportions who select immediate job related choices are fairly constant in all districts, transfer goals are relatively low in the Haight/Twin Peaks area.

3.f

City College of San Francisco
Date of Last Class

It would seem logical that students who are attending for the first time are younger, and those who attended two or more years ago are older, and that is what the data indicates, with continuing students in between in both day and evening.

Those who attended last a year ago are just 5% of the day students population, but they signify a potential group of students who perhaps can be called second chance and thus might need special help. They include a larger proportion of minority students than those continuing from spring '86. However, in many respects they are similar in demographics to those continuing students. But these returning day students are now taking fewer units and have accumulated ten fewer units at City. Also, they perceive they might have more problems with basic skills at just a slightly higher rate than either new or continuing students. Their income is also lower than those continuing from spring, but not those continuing from summer.

The pattern described above seems to hold for evening students also. The more recent returning student is more likely to be a minority and have more problems and completed fewer units than the continuing student or the one who returns after a longer absence.

3.g

City College of San Francisco

Units Completed

If all students completed a two year program or transferred at the end of two years, then one would expect to find in a fall S.I.Q. that half the students had completed 30 units of work. One might further hypothesize that those who completed 31-45 units at CCSF are the traditional full-time community college students; new students with no prior CCSF credits may also be typical full-time students. The casual student would be the part-time student who had completed less than six units and perhaps 6-15 units also. This can be confirmed by looking at the age and educational goal of those day students. It should be recognized that this question recognizes units at City College only and, therefore, does not include transfer units.

The median age of students with 1-5 units and 6-15 units completed, the casual student, part-time student is 23. This is three years older than the student with no CCSF credits, but about the same as other groups. The only group older than the "casual" student is the group with more than 60 units. This correlates somewhat with the transfer goal. Less than half of the casual students have transfer as their major educational goal, but it increases to more than 62% for new students and up to 70% for sophomores. The casual students, on the average, take fewer units than new students or sophomores and and are more likely to be working full-time.

Lower fees is a less important reason for the casual student in selecting CCSF than for the sophomore student; it is least important for the new student. The percent working full-time is higher for the casual students.

Units Completed - Day		% lower fees	% transfer goal	% basic skills problem	% working full-time
new student	none	22.3	62.3	16.2	21.4
casual student	1-15	29.4	53.6	16.1	32.5
upper freshman	16-30	28.6	66.2	17.3	22.6
sophomore	31-45	32.1	66.8	18.6	21.5
upper sophmore	46-60	35.0	70.2	17.2	23.6
beyond sophomore	61+	30.2	53.3	15.8	24.2

The only large differences in student services requested dependent upon the number of units taken, appears to be the casual students who do not have a need for transfer information. The fact that one of six students recognizes a potential problem in basic skills regardless of number of units completed is one that should be looked into further.

The relative position of each ethnic group in the day appears to vary dependent upon student classification level. Chinese have more persistence if defined in terms of numbers of units completed than do either Whites, Blacks and to a lesser degree Hispanics.

Units Completed	- Day	White	Black	Hispanic	Chinese	Other
New Student	none	29.2	12.2	11.4	26.5	20.7
Casual Student	1-15	32.7	12.0	12.8	22.5	20.0
Upper Freshman	16-30	27.4	8.4	9.7	32.7	21.8
Sophomore	31-45	25.2	8.8	8.8	33.8	23.4
Beyond sophomore	45+	19.0	7.0	9.1	39.2	25.7

Whereas Chinese students account for 22% of the casual student defined as the day student who has accumulated less than 15 units, they account for 39% of the upper sophomores. Whites, on the other hand, had a persistence rate which decreased from 33% of the casual student body to 19% of the upper sophomores.

In the evening, these retention patterns are more pronounced; White students drop from 53% of the casual student to 34% of the upper sophomores whereas Chinese students increase from 13% to 25% and up to 38% for those with more than 60 units.

3.h

City College of San Francisco

Gay Men and Lesbians

At City College some 831 persons identified themselves as gay men or lesbians.

	Day	Night	Total	% of all Students
Gay Men	187	334	521	3.8
Lesbians	141	169	310	2.4
Total	328	503	831	6.2

It should be noted that there may be more than 831 in attendance at City College in so far as the S.I.Q. was not a one-hundred percent sample and not all gay students chose to identify themselves even though the questionnaires were anonymous. However, these figures do result in a rough estimate that 4.2% of day students and 9.5% of evening students self-identify as either gay men or lesbians.

The median age of gay men students during the day is 28; lesbians were three years younger and other students three years younger yet. In the evening, the same pattern held but students were older. 62% of gay men are White, as are 46% of lesbians compared to 27% of all students. In the evening, with 48% White students, three of four gay men and lesbians are White.

Ethnic	Day			Night			Total		
	Gay Men	Lesbians	All Studs.	Gay Men	Lesbians	All Studs.	Gay Men	Lesbians	All Studs.
Black	11.8	3.6	10.0	6.7	3.6	8.5	8.7	3.9	9.7
White	61.8	45.7	27.2	74.5	77.4	47.7	68.7	56.6	32.9
Hispanic	7.0	4.3	10.7	10.0	4.8	10.2	7.9	6.1	10.9
Chinese	8.1	25.0	30.2	1.8	4.2	16.6	5.4	17.2	25.6
All others	11.3	21.4	21.9	7.0	10.0	17.0	9.3	16.2	20.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

There appear to be small differences in the pattern of education objectives in the day division. A smaller percentage of gay men and lesbians are in transfer programs and that is probably related more to the age level of the students, as younger students are more likely seeking to transfer. Also a larger percentage are working full time.

	Day			Evening		
	Gay Men	Lesbians	All Students	Gay Men	Lesibans	All Students
transfer program	44.4	53.6	61.3	28.0	22.9	29.0
2 year degree/cert.	19.8	17.4	17.3	9.8	7.8	13.7
better job or occ. change	14.9	10.9	6.1	18.8	14.4	16.2
personal interest	9.1	6.5	6.8	34.3	42.8	30.0
all others	11.8	11.6	8.5	9.1	12.1	11.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Students were asked to identify which counseling services, if any, they would use. In considering all the above statistics it must be remembered that the number of gay students is small so that any reporting or coding error influences the figures. For their first choice, their selections were very comparable to all students except that fewer wanted transfer information and as many as 5% of the gay men wanted support services for gay men and lesbians. However, in listing second choice services, 25% of the gay men and 13% of the lesbians would like such special services.

Gay students live in all areas of the City but are more concentrated in the Haight/Twin Peaks area as can be seen in the table following.

Residence	Gay Men	Lesbians	All Students
Richmond/Presidio	4.8	8.7	11.8
Marina/Civic Center	9.0	7.0	7.0
Chinatown/N.Beach/Financial	3.3	2.8	5.8
SOMA/Western Addition	15.2	8.4	7.3
Haight/Twin Peaks	41.2	27.5	11.8
Mission	9.3	14.3	8.2
Potrero/Bayvw/Visitacion	4.8	3.9	7.8
Ingleside/Stonestown	4.7	7.0	14.2
Sunset/Parkside	3.5	11.0	14.5
Outside San Francisco	4.2	9.3	11.5
Total	100.0	100.0	100.0

Technical and Summary Tables

4.a

Methodology and Validity

In the Centers Division a questionnaire was administered to all students in each class during a representative week in the fall. Sampling was ruled out because of the difficulty both in administering the questionnaire to less than a complete class and in determining a stratified sample of classes in each Center. We want to study characteristics of small populations of students, such as those in a specific discipline or age group at each Center, and smaller populations require larger sample percentages approaching 100%.

Students were asked to complete the questionnaire in each class they attended marking their response to indicate whether it was a first or subsequent questionnaire. For some computer runs, only the first response was used and in others, all or duplicated responses only were summarized dependent upon the intent of the report. For example, where we wanted to know about students' geographic residence areas, the first response was included. For data on disciplines all responses were included as a student could be taking courses in several disciplines.

Each class batch was identified, allowing coded information about that class to be associated with each student's response. Thus computer runs could be made showing responses to some 30 questions or categories separated by either characteristics of the class such as discipline or funding source or by characteristics of the student such as age or educational objective. An effort was made to secure complete responses from every class by checking the course identification number against a master list.

At City College, the S.I.Q. was administered to both Day and Evening students as one part of the registration process. This was a change from prior years for Evening students only when responses were obtained in class in the same manner as for Centers students. Programmatic data was included at the College for the first time by asking students to identify the courses in which they were enrolling. Thus class and student data could be correlated.

The completed questionnaires were reviewed, and edited then sent to a key-entry service for entry onto magnetic tape. Our Computer Service Department then ran test reports for each division which were used to edit and correct any obvious errors in the data, going back to divisional sources for clarification where apropriate. Computer print-outs were then prepared for each Center and for City College Day and Evening Divisions. (Those complete reports are available in the Division Research Offices and are the basis for data reported in summary documents.)

The S.I.Q. responses were validated by comparison with basic age, sex and ethnic data taken from Census Week enrollment data. We found some differences as expected for a survey of this type. The reader should be cautioned that such a survey only reflects the respondents at the moment of survey. For example, a question on potential problems may yield a different resonse one day to the next, dependent upon the actual problems as the students perceived them that day.

The basic mix of students at the Centers is dependent not only upon the classes scheduled for S.I.Q. week but also student absences. Because of open enrollment and courses of varied length at the Centers, the class and student mix will always be changing. The S.I.Q. was administered to College students as part of the registration process; some registrants may have changed their program or even may have discontinued all classes before Census Week but, nevertheless, they would be included in the S.I.Q. population.

Another caution to the reader, small numbers are less reliable than large numbers. For example, the growth from 20 to 24 is actually 20% [(24-20) / 20] but statistically it is much less significant than say the 10% growth from 800 to 880. This should be considered when analyzing characteristics of small populations such as, for example, any of the characteristics of the Alaskan Native/American Indian group who account for 123 respondents at the Centers or one half of one percent of their students. An error or miscode of just one student's age for example may reflect a one percent error in age of Alaskan Native/American Indian students but could be a 50% error in that cohort of students under 18.

A last caution to the reader refers to the special codings. Although they were checked and program codings were determined by computer table look-up, we do know that some coding errors may have slipped through. An error in a class code would be reflected in the program records of all students in that class.

These cautions do not diminish the usefulness of the report. These problems are not large enough to question the validity of the S.I.Q. although any single cell, particularly those with small numbers, may not be statistically reliable. The reader will be less interested in exact figures; the relationships are important and the reader can use the data in that context.

In order to test the validity of the S.I.Q. population, it was checked against enrollment data on the known attributes of age, sex and ethnicity. The methodology and definitions were different in both sets of data as well as weighting of College day and evening divisions and so slight variations would be expected, and indeed, were noted as shown on table following.

	Enrollment				S.I.Q.			
		College				College		
	Centers	Day	Night	Total	Centers	Day	Night	Total
AGE								
Under 18	3.0	2.6	0.7	1.9	1.4	4.7	0.9	3.3
18-19	4.1	21.5	2.7	15.0	4.7	25.3	4.5	16.9
20	2.4	10.7	2.3	7.8	3.0	11.8	3.2	8.5
21-24	11.6	25.0	16.3	22.0	12.0	24.9	18.0	22.3
25-29	18.0	17.7	29.0	21.6	16.0	13.3	23.0	17.6
30-34	13.0	9.0	18.8	12.4	14.4	9.0	18.7	12.8
35-44	15.9	8.5	20.3	12.5	16.3	7.4	21.5	12.4
45-54	9.2	2.8	6.5	4.1	9.7	1.9	6.5	3.8
55-64	7.2	1.5	2.8	2.0	9.1	1.1	2.9	1.7
65 & older	15.6	0.7	0.6	0.7	13.4	0.6	0.8	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SEX								
Male	41.3	47.7	44.1	46.5	39.5	47.6	43.6	46.6
Female	58.7	52.3	55.9	53.5	60.5	52.4	56.4	53.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Enrollment				S.I.Q.			
		College				College		
	Centers	Day	Night	Total	Centers	Day	Night	Total
ETHNICITY								
Non-Resident	3.8			2.2				
Black	8.5			10.2	9.7	10.0	8.5	9.7
American Ind.	0.2			0.7	0.5	0.6	0.6	0.7
Asian	44.4			37.9	47.4	48.3	30.0	42.5
Hispanic	18.5			9.9	18.3	10.7	10.2	11.0
White	22.8			34.5	22.7	27.2	47.7	32.9
Other	1.8			4.6	1.4	3.2	3.0	3.2
Total	100.0			100.0	100.0	100.0	100.0	100.0

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT — SAN FRANCISCO COMMUNITY COLLEGE CENTERS

FALL 1986

STUDENT INFORMATION QUESTIONNAIRE

ZIP CODE of My Home Address is (write five numbers on lines at right) . . . . _ _ _ _ _

FOR EACH QUESTION, CIRCLE THE NUMBER OF ONLY ONE ANSWER THAT BEST DESCRIBES YOU, AND *WRITE* THAT NUMBER IN THE CORRECT SPACE IN THE COLUMN AT THE RIGHT. THE ANSWER TO ANY QUESTION IS *OPTIONAL*.

A. Sex . . . . A. ______
1. male
2. female

B. Age (at last birthday) . . . . B. ______
1. under 18
2. 18-19
3. 20
4. 21-24
5. 25-29
6. 30-34
7. 35-44
8. 45-54
9. 55-64
0. 65 or older

C. Race or Ethnic background (Select only one.) . . . . C. ______
1. Alas.Nat/Amer.Ind.
2. Black (not Hispanic)
3. White (not Hispanic)
4. Hispanic/Latino/Chicano
5. Chinese
6. Filipino
7. Japanese
8. S.E. Asian
9. Other Asian/Pac. Islander
0. Other (specify) ______________

D. My primary language at home is (Select only one.) . . . . D. ______
1. Spanish
2. Cantonese
3. Pilipino/Tagalog
4. Korean
5. Vietnamese
6. English
7. Mandarin
8. Japanese
9. Other (specify) ______________

E. Citizenship status . . . . E. ______
1. U. S. citizen - native born
2. U. S. citizen - naturalized
3. permanent resident (green card)
4. refugee-parolee - S.E. Asia
5. refugee-parolee - U.S.S.R.
6. refugee-parolee - Central, S. America
7. refugee-parolee - other
8. visitor visa
9. student visa (I-20)
0. other visa (specify) ______________

F. I am . . . . F. ______
1. a gay man
2. a lesbian
3. neither

G. I am a U.S. military veteran . . . . G. ______
1. prior to Vietnam
2. Vietnam era
3. post Vietnam
4. no U.S. military service

H. I have the following disability . . . . H. ______
1. impaired vision
2. impaired hearing
3. impaired speech
4. specific learning disability
5. limited mobility
6. medical disability
7. other ______________
8. none

I. Number of years of school I have completed in my *native* country . . . . . . I. ______
1. none
2. 1-4
3. 5 or 6
4. 7 or 8
5. 9 or 10
6. 11 or 12
7. 13 or 14
8. 15 or 16
9. 17 or more

J. In the *United States* the highest diploma, certificate or degree I have received is . . . . . . J. ______
1. education not in the U.S.
2. none, did not complete elementary
3. elementary school
4. GED or Proficiency Certificate
5. high school
6. occupational certificate
7. community college (AA or AS)
8. college or university (BA or BS)
9. post graduate (MA,PhD,MD...)

K. The number of hours per week I attend *Community College Centers* classes is . . . . . . K. ______
1. 1-2
2. 3-4
3. 5-6
4. 7-9
5. 10-11
6. 12-15
7. 16-17
8. 18-23
9. 24-30
0. 31 or more

L. My *main reason* for taking this course is (Select the most important to you.) . . . . . . L. ______
1. work for my high school diploma/GED
2. prepare for college transfer
3. prepare for entry-level job
4. get a better job in my present occupational field
5. change/determine ability for to a new occupation
6. reenter job market
7. learn or improve my English
8. learn specific life skills
9. broaden my background

M. I found out about this class from (Select most important.) . . . . . . M. ______
1. District schedule sent to my home
2. this Center's notice sent to my home
3. program flyer
4. catalog
5. inquiry at school
6. teachers/counselors
7. newspaper
8. radio or T.V.
9. friends
0. other publicity

N. The last time I took a class offered by the *Community College Centers* was . . . . . . N. ______
1. Summer 1986
2. Spring 1986
3. Fall 1985
4. two or more years ago
5. never

O. The main problem I might have in finishing this class is . . . . . . O. ______
1. reading/writing skills
2. speaking skills
3. math skills
4. study habits
5. family/personal
6. physical/health
7. financial
8. childcare
9. other ______________
0. no serious problems

P. In general, the classroom instruction I have received at the *Community College Centers* is . . P. ______
1. excellent
2. good
3. average
4. fair
5. poor

Q. From the list below, the *most important* student service I will use is . . . . . . Q. ______

R. From the list below, the *second most important* student service I will use is . . . . . . R. ______
1. job counseling and guidance
2. planning a class schedule
3. help finding a job
4. student financial aid
5. personal counseling
6. childcare
7. counseling for gay/lesbian students
8. other (specify) ______________
9. none

S. I *usually* get to class by . . . . S. ______
1. car, I drive
2. car as passenger
3. bus/streetcar/MUNI
4. BART
5. bicycle
6. walking
7. motorcycle/moped
8. paratransit
9. other (specify) ______________

T. My job situation now is . . . . T. ______
1. full-time employed, 30 hours or more
2. regular part-time work
3. occasional part-time work
4. looking for work
5. full-time homemaker
6. retired
7. volunteer work
8. not working, full-time student
9. other ______________

U. I work for . . . . U. ______
1. Federal government
2. State government
3. City government
4. private business
5. self-employed
6. nonprofit agency
7. other
8. not employed now

V. The approximate annual income of my *household* is . . . . V. ______
1. $ 999 or less
2. $1,000-2,999
3. $3,000-4,999
4. $5,000-9,999
5. $10,000-14,999
6. $15,000-19,999
7. $20,000-29,999
8. $30,000-39,999
9. $40,000 or more

W. I have already completed this questionnaire in another class this week . . . . . . W. ______
1. yes
2. no

SAN FRANCISCO COMMUNITY COLLEGE CENTERS
OF THE
SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

FALL 1986

STUDENT INFORMATION QUESTIONNAIRE

The information from this survey will be used for planning purposes to help us meet the educational needs of the adults in the community. You will receive this questionnaire in each class that you attend. Even though you may be asked to complete it more than once, please help us by answering all the questions each time. Return the completed form to your teacher.

Please turn this form over and follow the directions. Be sure to start with the zip code of your home address at the top of the questionnaire.

Suggestions or comments may be written below. Thank you for completing this survey.

Comments and Suggestions:

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT **FALL 1986** CITY COLLEGE OF SAN FRANCISCO **2** ___

STUDENT INFORMATION QUESTIONNAIRE

The information summarized from this survey will be used for planning purposes to enable us to meet the educational program needs of the student body. Please help us by answering all questions and return the completed form to the college representative. All information is anonymous. * * * THANK YOU FOR PARTICIPATING! * * *

Please check one: 1. Day Student Only____ 2. Evening Student Only____ 3. Both Day and Evening Student____ ____

This semester I intend to register for the following courses. Indicate CRN numbers from your registration form on spaces below. (Please write legibly for keypunch operator.) _ _ _ _ _ _; _ _ _ _ _ _; _ _ _ _ _ _; _ _ _ _ _ _;
_ _ _ _ _ _; _ _ _ _ _ _; _ _ _ _ _ _; _ _ _ _ _ _; _ _ _ _ _ _; _ _ _ _ _ _

The ZIP CODE of my home address is (write 5 numbers on line at right) . . . . _ _ _ _ _

FOR EACH QUESTION, CIRCLE THE NUMBER OF ONLY *ONE* ANSWER THAT BEST DESCRIBES YOU, AND WRITE THAT NUMBER IN THE CORRECT SPACE IN THE COLUMN AT THE RIGHT.

A. Sex . . . . A.____
1. male 2. female

B. Age (at last birthday) . . . . B.____
1. Under 18 3. 20 5. 25-29 7. 35-44 9. 55-64
2. 18-19 4. 21-24 6. 30-34 8. 45-54 0. 65 or older

C. I am . . . . C.____
1. a Gay man 2. a Lesbian 3. Neither

D. Race or ethnic background (select only one) . . . . D.____
1. Alas. Nat./Amer. Ind. 3. White (not Hispanic) 5. Chinese 7. Japanese 9. Other Asian/Pacific Islander
2. Black (not Hispanic) 4. Hispanic/Latino/Chicano 6. Filipino 8. S.E. Asian 0. Other (specify)________

E. My primary language at home is (select only one) . . . . E.____
1. Spanish 3. Pilipino/Tagalog 5. Vietnamese 7. Mandarin 9. Other (specify)
2. Cantonese 4. Korean 6. English 8. Japanese ________

F. I usually get to class mainly by . . . . F.____
1. car, I drive 3. bus/streetcar/MUNI 5. bicycle 7. motorcycle/moped
2. car, as passenger 4. BART 6. walking 8. other

G. *In* the United States, the highest diploma, certificate or degree I have received is . . . . G.____
1. education not in the U.S. 4. high school 7. community college (AA or AS)
2. did not complete elementary school 5. G.E.D. or Proficiency Certificate 8. college or university (BA or BS)
3. elementary school or middle school/junior high 6. occupational certificate 9. post graduate (MA, PhD, MD)

H. *Outside* the United States, the highest diploma, certificate or degree I have received is equivalent to . . . . H.____
1. no education outside U.S. 4. high school 7. community college/technical school
2. did not complete elementary school 5. G.E.D. or Proficiency Certificate 8. college or university (BA or BS)
3. elementary school or middle school/junior high 6. occupational certificate 9. post graduate (MA, PhD, MD)

I. My *main* reason for choosing City College instead of another college was . . . . I.____
1. reputation of City College 4. high school advised 7. was not eligible to attend CSU or UC
2. special programs available 5. to live at home 8. was not accepted at my first choice college
3. lower fees 6. friend(s) go here 9. other (specify)________

J. My *main* educational goal while at City College is to . . . . J.____
1. transfer to a 4-year college or university 6. change to a new occupation
2. complete a 2-year degree program only 7. determine my ability in new occupational field
3. obtain a semiprofessional certificate 8. learn or improve my English
4. prepare for an entry level job 9. personal interest
5. advance in present occupational field 0. other (specify)________

K. After completing my goal at City College, I plan to transfer to . . . . . . K.____
1. transferring is not part of my plans at present 6. University of San Francisco/Golden Gate University
2. San Francisco State University 7. other public or state college or university
3. other California State University 8. other private college or university
4. University of California at Berkeley 9. a technical or trade school
5. other University of California campus 0. undecided as to where to transfer

L. The number of units I intend to take *this semester* is . . . . L.____
1. 3 or less 3. 6 5. 10 to 11 7. 13 to 15
2. 4 or 5 4. 7 to 9 6. 12 8. 16 or more

M. The *last time* I took a City College class was . . . . M.____
1. Summer 1986 2. Spring 1986 3. Fall 1985 4. more than a year ago 5. never

N. The number of units I have already completed at CCSF is . . . . N.____
1. none 3. 6 to 15 5. 31 to 45 7. more than 60 units
2. 1 to 5 4. 16 to 30 6. 46 to 60

O. This semester I will also enroll in (if more than one, select option with most hours) . . . . O.____
1. no other school 5. class in Centers Division, SFCCD
2. regular class at SFSU 6. class at another community college (name________)
3. regular class at UCB 7. class at a private technical school (name________)
4. SFSU or UCB Extension class 8. class at another postsecondary institution (name________)

P. My job situation now is . . . . P.____
1. full-time employed, 30 hours or more 6. seeking work through City College Placement Office
2. full-time homemaker 7. seeking work through other sources
3. regular part-time work at City College 8. full-time student, not currently employed
4. regular part-time work *not* at City College 9. part-time student, not currently employed
5. occasional part-time work

Q. The *main* problem I might have in finishing this semester relates to . . . . Q.____
1. reading/writing skills 3. math skills 5. family/personal problems 7. financial need 9. work conflicts
2. speaking skills 4. study habits 6. physical/health problems 8. child care 0. no serious problems

R. The approximate total annual income of my household is . . . . R.____
1. $999 or less 3. $3,000-4,999 5. $10,000-14,999 7. $20,000-29,999 9. $40,000 or more
2. $1,000-2,000 4. $5,000-9,999 6. $15,000-19,999 8. $30,000-39,999

S. From the list below, the *most important* counseling service I will use is . . . . S.____
T. From the list below, the *second most important* counseling service I will use is . . . . T.____
1. career counseling 5. WREP – Women's Re-entry Services 8. counseling for ESL students
2. educational program planning 6. job-seeking skills counseling 9. other (specify)________
3. transfer information counseling 7. personal problems counseling 0. none
4. support services for gay/lesbian students

* * * THANK YOU FOR COMPLETING THIS SURVEY * * *

San Francisco Community College District
FALL 1986 ENROLLMENT USING SIQ DISTRIBUTION

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1. Sex										
1. Male	12 091	39.5	7 266	47.6	3 462	43.6	10 728	46.2	22 819	42.4
2. Female	18 520	60.5	7 998	52.4	4 479	56.4	12 477	53.8	30 997	57.6
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
2. Age										
1. Under 18	428	1.4	717	4.7	72	.9	789	3.4	1 217	2.3
2. 18 - 19	1 439	4.7	3 862	25.3	357	4.5	4 219	18.2	5 658	10.5
3. 20	918	3.0	1 801	11.8	254	3.2	2 055	8.9	2 973	5.5
4. 21 - 24	3 673	12.0	3 800	24.9	1 429	18.0	5 229	22.5	8 902	16.5
5. 25 - 29	4 898	16.0	2 030	13.3	1 827	23.0	3 857	16.6	8 755	16.3
6. 30 - 34	4 408	14.4	1 374	9.0	1 485	18.7	2 859	12.3	7 267	13.5
7. 35 - 44	4 990	16.3	1 130	7.4	1 707	21.5	2 837	12.2	7 827	14.6
8. 45 - 54	2 969	9.7	290	1.9	516	6.5	806	3.5	3 775	7.0
9. 55 - 64	2 786	9.1	168	1.1	230	2.9	398	1.7	3 184	5.9
0. 65 and older	4 102	13.4	92	.6	64	.8	156	0.7	4 258	7.9
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
3. Race or Ethnic										
1. Alas. Nat/Amer. Ind.	153	.5	92	.6	48	.6	140	0.6	293	0.5
2. Black (not Hispanic)	2 969	9.7	1 526	10.0	675	8.5	2 201	9.5	5 170	9.6
3. White (not Hispanic)	6 949	22.7	4 152	27.2	3 788	47.7	7 940	34.2	14 889	27.7
4. Hispanic	5 602	18.3	1 633	10.7	810	10.2	2 443	10.5	8 045	15.0
5. Chinese	10 316	33.7	4 610	30.2	1 318	16.6	5 928	25.6	16 244	30.2
6. Filipino	1 408	4.6	1 420	9.3	643	8.1	2 063	8.9	3 471	6.5
7. Japanese	398	1.3	260	1.7	119	1.5	379	1.6	777	1.4
8. Southeast Asian	1 561	5.1	595	3.9	167	2.1	762	3.3	2 323	4.3
9. Other Asian/P.I.	826	2.7	488	3.2	135	1.7	623	2.7	1 449	2.7
0. Other	429	1.4	488	3.2	238	3.0	726	3.1	1 155	2.1
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
4. Citizenship Status										
1. Citizen-native born	10 315	33.7								
2. Citizen-naturalized	3 888	12.7								
3. Permanent Resident	12 520	40.9								
4. Refugee-S.E. Asian	1 010	3.3								
5. Refugee-U.S.S.R.	92	.3								
6. Refugee -Cent/S.Amer.	612	2.0								
7. Refugee-Other	306	1.0								
8. Visitor Visa	980	3.2								
9. Student Visa	337	1.1								
0. Other Visa	551	1.8								
Total	30 611	100.0								

SFCCD - Fall 1986 Enrollment

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
5. Language at Home										
1. Spanish	4 959	16.2	946	6.2	453	5.7	1 399	6.0	6 358	11.8
2. Cantonese	8 510	27.8	2 824	18.5	707	8.9	3 531	15.2	12 041	22.4
3. Pilipino/Tagalog	1 071	3.5	672	4.4	373	4.7	1 045	4.5	2 116	3.9
4. Korean	367	1.2	168	1.1	24	.3	192	0.8	559	1.0
5. Vietnamese	949	3.1	489	3.2	95	1.2	584	2.5	1 533	2.9
6. English	11 142	36.4	8 807	57.7	5 781	72.8	14 588	62.9	25 730	47.8
7. Mandarin	1 286	4.2	397	2.6	143	1.8	540	2.3	1 826	3.4
8. Japanese	276	.9	106	.7	24	.3	130	0.6	406	0.8
9. Other	2 051	6.7	855	5.6	341	4.3	1 196	5.2	3 247	6.0
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
6. Gay/Lesbian Identification										
1. Gay man	612	2.0	366	2.4	500	6.3	866	3.7	1 478	2.8
2. Lesbian	398	1.3	275	1.8	254	3.2	529	2.3	927	1.7
3. Neither	29 601	96.7	14 623	95.8	7 187	90.5	21 810	94.0	51 411	95.5
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
7. Transportation										
1. Car as Driver	6 337	20.7	5 633	36.9	4 344	54.7	9 977	43.0	16 314	30.3
2. Car as Passenger	1 224	4.0	580	3.8	341	4.3	921	4.0	2 145	4.0
3. MUNI	12 459	40.7	6 198	40.6	2 136	26.9	8 334	35.9	20 793	38.6
4. BART	826	2.7	1 786	11.7	492	6.2	2 278	9.8	3 104	5.8
5. Bicycle	153	.5	168	1.1	64	.8	232	1.0	385	0.7
6. Walking	8 387	27.4	534	3.5	357	4.5	891	3.8	9 278	17.3
7. Motorcycle	153	.5	259	1.7	167	2.1	426	1.8	579	1.1
8. Paratransit	337	1.1							337	0.6
9. Other	735	2.4	106	.7	40	.5	146	0.6	881	1.6
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
8. Diploma, Degree: U.S.										
1. Foreign Education	12 428	40.6	2 122	13.9	961	12.1	3 083	13.3	15 511	28.8
2. Some Elementary	2 327	7.6	61	.4	8	.1	69	0.3	2 396	4.5
3. Elementary	1 898	6.2	290	1.9	87	1.1	377	1.6	2 275	4.2
4. G.E.D. Certificate	1 316	4.3	992	6.5	365	4.6	1 357	5.8	2 673	5.0
5. High School	5 479	17.9	9 479	62.1	3 057	38.5	12 536	54.0	18 015	33.4
6. Occupational Certificate	1 745	5.7	442	2.9	373	4.7	815	3.5	2 560	4.8
7. Community College	2 357	7.7	977	6.4	890	11.2	1 867	8.1	4 224	7.8
8. College or University	2 143	7.0	733	4.8	1 644	20.7	2 377	10.3	4 520	8.4
9. Post-Graduate	918	3.0	168	1.1	556	7.0	724	3.1	1 642	3.1
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0

SFCCD - Fall 1986 Enrollment

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
9. Years of School in Native Country										
1. none	1 347	4.4								
2. 1 - 4	1 990	6.5								
3. 5 - 6	2 694	8.8								
4. 7 - 8	2 541	8.3								
5. 9 - 10	4 592	15.0								
6. 11 - 12	7 193	23.5								
7. 13 - 14	4 285	14.0								
8. 15 - 16	3 306	10.8								
9. 17 or more	2 663	8.7								
Total	30 611	100.0								
10. Foreign Education										
1. No. Foreign Education			8 548	56.0	5 202	65.5	13 750	59.3		
2. Some Elementary			733	4.8	143	1.8	876	3.8		
3. Elementary/Jr. High			1 847	12.1	485	6.1	2 332	10.0		
4. High School			2 930	19.2	1 040	13.1	3 970	17.1		
5. G.E.D. Certificate			153	1.0	48	.6	201	0.9		
6. Occupational Certificate			153	1.0	87	1.1	240	1.0		
7. Community College			366	2.4	254	3.2	620	2.7		
8. College or University			458	3.0	587	7.4	1 045	4.5		
9. Post Graduate			76	.5	95	1.2	171	0.7		
Total			15 264	100.0	7 941	100.0	23 205	100.0		
11. Class/College Objective										
1. High School Dpl/GED	1 194	3.9							1194	2.2
2. College Transfer	1 561	5.1	9 357	61.3	2 303	29.0	11 660	50.3	13 221	24.6
3. 2-Yr. Program			1 923	12.6	659	8.3	2 582	11.1	2 582	4.8
4. Semi-pro Certificate			717	4.7	429	5.4	1 146	4.9	1 146	2.1
5. Entry Level Job	3 122	10.2	443	2.9	191	2.4	634	2.7	3 756	7.0
6. Better Job	3 306	10.8	412	2.7	731	9.2	1143	4.9	4 449	8.3
7. New Occupation	1 745	5.7	519	3.4	556	7.0	1 075	4.6	2 820	5.2
8. Determine Ability			321	2.1	262	3.3	583	2.5	583	1.1
9. Reenter Job Market	980	3.2							980	1.8
0. Learn/Improve English	8 418	27.5	259	1.7	159	2.0	418	1.8	8 836	16.4
a. Learn Life Skills	3 612	11.8							3 612	6.7
b. Broaden Bckgr/Pers.Int.	6 673	21.8	1 038	6.8	2 381	30.0	3 419	14.8	10 092	18.8
c. Other			275	1.8	270	3.4	545	2.4	545	1.0
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0

SFCCD - Fall 1986 Enrollment

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
12. Transfer Plans										
1. No. Transfer Plans			2 259	14.8	2 819	35.5	5 078	21.9		
2. S.F. State			5 098	33.4	1 715	21.6	6 813	29.4		
3. Other CSU			1 160	7.6	230	2.9	1 390	6.0		
4. UC Berkeley			1 648	10.8	334	4.2	1 982	8.5		
5. Other U.C.			794	5.2	135	1.7	929	4.0		
6. U.S.F./Golden Gate			641	4.2	357	4.5	998	4.3		
7. Other Public			443	2.9	183	2.3	626	2.7		
8. Other Private			382	2.5	151	1.9	533	2.3		
9. Tech School			229	1.5	151	1.9	380	1.6		
0. Undecided			2 610	17.1	1 866	23.5	4 476	19.3		
Total			15 264	100.0	7 941	100.0	23 205	100.0		
13. Also Enrolled In										
1. No Other School			13 890	91.0	6 988	88.0	20 878	90.0		
2. Regular at SFSU			473	3.1	246	3.1	719	3.1		
3. Regular at UCB			92	.6	32	.4	124	0.5		
4. SFSU/UCB Extension			198	1.3	151	1.9	349	1.5		
5. Centers Division			183	1.2	127	1.6	310	1.3		
6. Other Com. College			214	1.4	199	2.5	413	1.8		
7. Private Tech. School			122	0.8	95	1.2	217	0.9		
8. Other			92	0.6	103	1.3	195	0.8		
Total			15 264	100.0	7 941	100.0	23 205	100.0		
14. Last Class										
1. Summer 1986	9 520	31.1	4396	28.8	1 413	17.8	5 809	25.0	15 329	28.5
2. Spring 1986	6 581	21.5	5 495	36.0	2 899	36.5	8 394	36.2	14 975	27.8
3. Fall 1985	3 398	11.1	840	5.5	548	6.9	1 388	6.0	4 786	8.9
4. More Than a Year Ago	4 224	13.8	1 007	6.6	1 263	15.9	2 270	9.8	6 494	12.1
5. Never	6 888	22.5	3 526	23.1	1 818	22.9	5 344	23.0	12 232	22.7
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
15. Hrs. per Wk / Units										
1. 1 - 2 / 3 or less	2 878	9.4	977	6.4	3 526	44.4	4 503	19.4		
2. 3 - 4 / 4 - 5	5 694	18.6	946	6.2	1 279	16.1	2 225	9.6		
3. 5 - 5 / 6	5 235	17.1	855	5.6	1 294	16.3	2 149	9.3		
4. 7 - 9/ 7 - 9	2 845	9.3	1 908	12.5	889	11.2	2 797	12.0		
5. 10 - 11 / 10 - 11	5 449	17.8	1 404	9.2	207	2.6	1 611	6.9		
6. 12 - 15 / 12	1 990	6.5	2 840	18.6	389	4.9	3 229	13.9		
7. 16 - 17 / 13 - 15	520	1.7	4 533	29.7	262	3.3	4 795	20.7		
8. 18 - 23 / 16 or more	2 969	9.7	1 801	11.8	95	1.2	1 896	8.2		
9. 24 - 30 /	1 898	6.2								
0. 31 or more/	1 133	3.7								
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0		

SFCCD - Fall 1986 Enrollment

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
16. Present Occupation										
1. Work Full Time	9 642	31.5	3 755	24.6	6 130	77.2	9 885	42.6	19 527	36.3
2. Work Regular P.T.	3 030	9.9	4 335	28.4	595	7.5	4 930	21.2	7 960	14.8
3. Work Occasionally P.T.	1 806	5.9	1 542	10.1	286	3.6	1 828	7.9	3 634	6.8
4. Seeking Work	3 888	12.7	1 481	9.7	357	4.5	1 838	7.9	5 726	10.6
5. Homemaker F.T.	2 143	7.0	549	3.6	183	2.3	732	3.2	2 875	5.3
6. Retired	4 285	14.0							4 285	8.0
7. Volunteer Work	643	2.1							643	1.2
8. Full-Time Student	3 704	12.1	2 793	18.3	191	2.4	2 984	12.9	6 688	12.4
9. Other	1 470	4.8	809	5.3	199	2.5	1 008	4.3	2 478	4.6
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
17. Employed By										
1. Federal Government	459	1.5								
2. State Government	398	1.3								
3. City Government	857	2.8								
4. Private Business	9 887	32.3								
5. Self-Employed	1 806	5.9								
6. Non-Profit Agency	1 041	3.4								
7. Other	1 837	6.0								
8. Not Employed Now	14 326	46.8								
Total	30 611	100.0								
18. Household Income										
1. $ 999 or less	4 102	13.4	1 633	10.7	341	4.3	1 974	8.5	6 076	11.3
2. $ 1,000 - 2,999	3 030	9.9	1 252	8.2	262	3.3	1 514	6.5	4 544	8.5
3. $ 3,000 - 4,999	2 939	9.6	1 206	7.9	270	3.4	1 476	6.4	4 415	8.2
4. $ 5,000 - 9,999	5 785	18.9	2 320	15.2	627	7.9	2 947	12.7	8 732	16.2
5. $10,000 - 14,999	5 173	16.9	2 167	14.2	1 120	14.1	3 287	14.1	8 460	15.7
6. $15,000 - 19,999	2 877	9.4	1 664	10.9	1 144	14.4	2 808	12.1	5 685	10.6
7. $20,000 - 29,999	2 909	9.5	2 045	13.4	1 874	23.6	3 919	16.9	6 828	12.7
8. $30,000 - 39,999	1 837	6.0	1 420	9.3	1 017	12.8	2 437	10.5	4 274	7.9
9. $40,000 or more	1 959	6.4	1 557	10.2	1 286	16.2	2 843	12.3	4 802	8.9
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
19. Veterans Status										
1. Prior to Vietnam	1 041	3.4								
2. Vietnam Era	459	1.5								
3. Post Vietnam	459	1.5								
4. No. U.S. Military	28 652	93.6								
Total	30 611	100.0								

SFCCD - Fall 1986 Enrollment

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
20. Learned of Class										
1. Dist. Sched to Home	2 051	6.7								
2. Cntr Notice to Home	1 194	3.9								
3. Program Flyer	1 255	4.1								
4. Catalog	857	2.8								
5. Inquiry at School	4 102	13.4								
6. Teacher, Counselor	3 336	10.9								
7. Newspaper	796	2.6								
8. Radio or TV	398	1.3								
9. Friends	13 959	45.6								
0. Other Publicity	2 663	8.7								
Total	30 611	100.0								
21. Reason for CCSF										
1. Reputation of CCSF			2 076	13.6	1 056	13.3	3 132	213.5		
2. Special Program			3 144	20.6	2 041	25.7	5 185	22.3		
3. Lower Fees			4 320	28.3	2 962	37.3	7 282	31.4		
4. High School Advised			702	4.6	103	1.3	805	3.5		
5. Live at Home			1 404	9.2	373	4.7	1 777	7.7		
6. Friends Go Here			351	2.3	143	1.8	494	2.1		
7. Ineligible CSU/UC			1725	11.3	294	3.7	2 019	8.7		
8. First Choice Denied			412	2.7	48	.6	460	2.0		
9. Other			1 130	7.4	921	11.6	2 051	8.8		
Total			15 264	100.0	7 941	100.0	23 205	100.0		
22. CCSF Units Completed										
1. None			3 999	26.2	2 287	28.8	6 286	27.1		
2. 1 - 5			1 099	7.2	1 302	16.4	2 401	10.3		
3. 6 - 15			2 274	14.9	1 533	19.3	3 807	16.4		
4. 16 - 30			3 007	19.7	913	11.5	3 920	16.9		
5. 31 - 45			1 969	12.9	540	6.8	2 509	10.8		
6. 46 - 60			1 481	9.7	437	5.5	1 918	8.3		
7. 61 or more			1 435	9.4	929	11.7	2 364	10.2		
Total			15 264	100.0	7 941	100.0	23 205	100.0		

SFCCD - Fall 1986 Enrollment

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
23. First Student Service										
1. Job/Career Counseling	5 510	18.0	4 640	30.4	2 104	26.5	6 744	29.1	12 254	22.8
2. Program Plan	4 745	15.5	3 236	21.2	1 302	16.4	4 538	19.6	9 283	17.2
3. Transfer Information			3 282	21.5	802	10.1	4 084	17.6	4 084	7.6
4. Job Placement	5 173	16.9							5 173	9.6
5. Job Seeking Skill			748	4.9	334	4.2	1 082	4.7	1 082	2.0
6. Women's Re-entry			198	1.3	111	1.4	309	1.3	309	0.6
7. Gay/Lesbian Services	153	0.5	92	.6	103	1.3	195	0.8	348	0.6
8. For ESL Students			580	3.8	143	1.8	723	3.1	723	1.3
9. Personal Problems	1 806	5.9	244	1.6	95	1.2	339	1.5	2 145	4.0
0. Child Care	735	2.4							735	1.4
a. Financial Aid	1 439	4.7							1 439	2.7
b. Other	1 286	4.2	198	1.3	64	0.8	262	1.1	1 548	2.9
c. None	9 765	31.9	2 045	13.4	2 883	36.3	4 928	21.2	14 693	27.3
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
24. Second Student Service										
1. Job/Career Counseling	3 550	11.6	2 747	18.0	1009	12.7	3 756	16.2	7 306	13.5
2. Program Plan	3 061	10.0	3 328	21.8	1342	16.9	4 670	20.1	7 731	14.4
3. Transfer Information			2 778	18.2	881	11.1	3 659	15.8	3 659	6.8
4. Job Placement	5 265	17.2							5 265	9.8
5. Job Seeking Skill			1 786	11.7	746	9.4	2 532	10.9	2 532	4.7
6. Women's Re-entry			214	1.4	135	1.7	349	1.5	349	0.6
7. Gay/Lesbian Service	245	0.8	183	1.2	191	2.4	374	1.6	619	1.2
8. For ESL Students			534	3.5	119	1.5	653	2.8	653	1.2
9. Personal Problems	1 990	6.5	488	3.2	111	1.4	599	2.6	2 589	4.8
0. Child Care	949	3.1							949	1.8
a. Financial Aid	1 684	5.5							1 684	3.1
b. Other	1 347	4.4	153	1.0	64	0.8	217	0.9	1 564	2.9
c. None	12 520	40.9	3 053	20.0	3 343	42.1	6 396	27.6	18 916	35.2
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
25. Main Problem										
1. Read/Write Skills	2 204	7.2	1 481	9.7	334	4.2	1 815	7.8	4 019	7.5
2. Speaking Skills	3 551	11.6	550	3.6	143	1.8	693	3.0	4 244	7.9
3. Math Skills	459	1.5	550	3.6	119	1.5	669	2.9	1 128	2.1
4. Study Habits	704	2.3	1 465	9.6	334	4.2	1 799	7.8	2 503	4.6
5. Family/Personal	1 469	4.8	702	4.6	302	3.8	1 004	4.3	2 473	4.6
6. Physical/Health	1 469	4.8	183	1.2	103	1.3	286	1.2	1 755	3.3
7. Financial	1 959	6.4	1 755	11.5	365	4.6	2 120	9.1	4 079	7.6
8. Child Care	765	2.5	275	1.8	159	2.0	434	1.9	1 199	2.2
9. Work Conflicts	1 653	5.4	1 618	10.6	1 691	21.3	3 309	14.3	4 962	9.2
0. None	16 377	53.5	6 686	43.8	4 391	55.3	11 077	47.7	27 454	51.0
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0

SFCCD - Fall 1986 Enrollment

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
26. Health Disabilities										
1. Impaired Vision	1 408	4.6								
2. Impaired Hearing	551	1.8								
3. Impaired Speech	275	.9								
4. Learning Disability	735	2.4								
5. Limited Mobility	582	1.9								
6. Medical Disability	918	3.0								
7. Other	1 286	4.2								
8. None	24 856	81.2								
Total	30 611	100.0								
27. Instruction Quality										
1. Excellent	13 989	45.7								
2. Good	11 938	39.0								
3. Average	3 490	11.4								
4. Fair	980	3.2								
5. Poor	214	.7								
Total	30 611	100.0								
28. Residence Area										
1. Richmond/Presidio	2 632	8.6	1 969	12.9	850	10.7	2 819	12.1	5 451	10.1
2. Marina/Civic Center	6 459	21.1	1 068	7.0	556	7.0	1 624	7.0	8 083	15.0
3. Chinatown/NB/Finan.	3 765	12.3	1 022	6.7	310	3.9	1 332	5.7	5 097	9.5
4. SOMA/W.Addition	3 428	11.2	1 130	7.4	572	7.2	1 702	7.3	5 130	9.5
5. Haight/Twin Peaks	2 020	6.6	1 435	9.4	1 302	16.4	2 737	11.8	4 757	8.9
6. Mission	3 428	11.2	1 130	7.4	762	9.6	1 892	8.2	5 320	9.9
7. Potrero/Bayvw/Visitac.	2 266	7.4	1 328	8.7	484	6.1	1 812	7.8	4 078	7.6
8. Ingleside/Stonestown	2 541	8.3	2 091	13.7	1 199	15.1	3 290	14.2	5 831	10.8
9. Sunset/Parkside	2 388	7.8	2 290	15.0	1 048	13.2	3 338	14.4	5 726	10.6
0. Outside S.F.	1 684	5.5	1 801	11.8	858	10.8	2 659	11.5	4 343	8.1
Total	30 611	100.0	15 264	100.0	7 941	100.0	23 205	100.0	53 816	100.0
29. Student Type										
1. Day Only			12 685	83.1	341	4.3	13 026	56.1		
2. Evening Only			305	2.0	6 790	85.5	7 095	30.6		
3. Day and Evening			2 274	14.9	810	10.2	3 084	13.3		
Total			15 264	100.0	7 941	100.0	23 205	100.0		

San Francisco Community College District
FALL 1986 ENROLLMENT USING SIQ DISTRIBUTION
Duplicated Enrollment: Counted in Each Class

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
30. Center										
1. John Adams	6 715	15.9								
2. Alemany	7 645	18.1								
3. Chinatown	7 645	18.1								
4. Downtown	6 251	14.8								
5. Mission	7 940	18.8								
6. John O'Connell	3 590	8.5								
7. Southeast	2 450	5.8								
Total	42 236	100.0								
31. Site Type										
1. This Cntr Adm. Bldg.	20 780	49.2								
2. Other Cntr. Adm.	3 801	9.0								
3. City College	634	1.5								
4. Unified School Dist.	2 703	6.4								
5. Government Bldg.	1 943	4.6								
6. Church Bldg.	2 914	6.9								
7. Civic, Comm. Cntr.	6 378	15.1								
8. Commercial, Pvt.	971	2.3								
9. Other	2 112	5.0								
Total	42 236	100.0								
32. Class Days										
1. Monday	1 520	3.6	733	2.2	2 504	16.0	3 237	6.6	4 757	5.2
2. Tuesday	2 492	5.9	1 133	3.4	3 005	19.2	4 138	8.5	6 630	7.3
3. Wednesday	2 661	6.3	800	2.4	2 974	19.0	3 774	7.7	6 435	7.1
4. Thursday	2 576	6.1	800	2.4	2 364	15.1	3 164	6.5	5 740	6.3
5. Friday	1 098	2.6	966	2.9	31	0.2	997	2.0	2 095	2.3
6. Saturday	1 183	2.8			1831	11.7	1 831	3.7	3 014	3.3
7. Two Days	5 237	12.4	12 931	38.8	2 943	18.8	15 874	32.4	21 111	23.1
8. Three Days	1 098	2.6	12 631	37.9			12 631	25.8	13 729	15.0
9. Four Days	5 449	12.9	167	.5			167	0.3	5 616	6.2
0. Five Days	18 922	44.8	3 166	9.5			3 166	6.5	22 088	24.2
Total	42 236	100.0	33 327	100.0	15 652	100.0	48 979	100.0	91 215	100.0
33. Class Start Time										
1. Morning	20 527	48.6	23 929	71.8	1 565	10.0	25 494	52.1	46 021	50.4
2. Noon - 2:55 p.m.	7 940	18.8	8 898	26.7	282	1.8	9 180	18.7	17 120	18.8
3. 3:00 - 4:25 p.m.	1 520	3.6	500	1.5	125	.8	625	1.3	2 145	2.3
4. 4:30 - 5:55 p.m.	2 365	5.6			454	2.9	454	0.9	2 819	3.1
5. 6:00 - 7:55 p.m.	8 194	19.4			13 038	83.3	13 038	26.6	21 232	23.3
6. 8:00 and later	1 690	4.0			188	1.2	188	0.4	1 878	2.1
Total	42 236	100.0	33 327	100.0	15 652	100.0	48 979	100.0	91 215	100.0

Duplicated Enrollment: Counted in Each Class

	All Centers		College						District	
			Day		Night		Total			
Questions	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
34. Funding Source										
1. State, ADA	39 828	94.3								
2. Community Service	845	2.0								
3. J.T.P.A.	169	.4								
4. VEA	169	.4								
5. Contract Ed	127	.3								
6. Other	1 098	2.6								
Total	42 236	100.0								
35. Teacher Status										
1. Schedule I	14 149	33.5	25 995	78.0	2 332	14.9	28 327	57.8	42 476	46.6
2. Schedule II	5 195	12.3							5 195	5.7
3. Schedule I Extra Hrs.	169	.4	1 566	4.7	1 002	6.4	2 568	5.2	2 737	3.0
4. Hourly	21 287	50.4	5 632	16.9	12 178	77.8	17 810	36.4	39 097	42.9
5. Long Term Substitute	591	1.4							591	0.6
6. Other	845	2.0	133	0.4	141	0.9	274	0.6	1 119	1.2
Total	42 236	100.0	33 327	100.0	15 652	100.0	48 979	100.0	91 215	100.0
36. Designated Program Areas										
1. Citizenship	971	2.3								
2. ABE/GED/HS	2 323	5.5								
3. ESL	19 090	45.2								
4. Disabled	2 027	4.8								
5. Health/Safety	127	.3								
6. Consumer Ed	2 788	6.6								
7. Seniors	2 492	5.9								
8. Parenting	1 225	2.9								
9. Voc Ed	10 179	24.1								
0. Defunded	1 014	2.4								
Total	42 236	100.0								
37. SAM Code										
1. A Apprenticeship	718	1.7							718	0.8
2. B Advanced Occup.	1 647	3.9	2 466	7.4	1 503	9.6	3 969	8.1	5 616	6.2
3. C Clearly Occup.	7 434	17.6	3 933	11.8	1 956	12.5	5 889	12.0	13 323	14.6
4. D Possible Occup.	1 014	2.4	1 066	3.2	1 377	8.8	2 443	5.0	3 457	3.8
5. E Non Occupational	7 222	17.1	25 862	77.6	10 816	69.1	36 678	74.9	43 900	48.1
6. F Not in Occ. Prog.	24 201	57.3							24 201	26.5
Total	42 236	100.0	33 327	100.0	15 652	100.0	48 979	100.0	91 215	100.0
38. Program Area										
1. Math			3 533	10.6	1 096	7.0	4 629	9.5		
2. English/ESL			5 732	17.2	1 675	10.7	7 407	15.1		
3. Business			2 033	6.1	2 567	16.4	4 600	9.4		
4. Soc./Behavioral Sci.			4 266	12.8	1 252	8.0	5 518	11.3		
5. Biological Science			2 466	7.4	532	3.4	2 998	6.1		
6. Physical Sciences			2 699	8.1	454	2.9	3 153	6.4		
7. Humanities			3 833	11.5	2 238	14.3	6 071	12.4		
8. Foreign Lang./Culture			933	2.8	1 659	10.6	2 592	5.3		
9. Technology			4 799	14.4	2 160	13.8	6 959	14.2		
0. PE & Miscellaneous			3 033	9.1	2019	12.9	5 052	10.3		
Total			33 327	100.0	15 652	100.0	48 979	100.0		

Community College Centers
San Francisco Community College District
STUDENT INFORMATION QUESTIONNAIRE - S.I.Q.
Response Distribution

Questions	1986	1984	1982	1980	1978	1976	1974	1972
1. Sex								
1. Male	39.5	41.7	43.9	43.6	41.1	41.7	42.3	37.8
2. Female	60.5	58.3	56.1	56.4	59.0	58.3	57.7	62.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2.Age								
1. Under 18	1.4	1.4	1.3	1.6	1.9	1.8	1.9	2.0
2. 18 - 19	4.7	5.4	5.4	6.5	6.8	6.2	6.8	8.1
3. 20	3.0	3.3	3.4	3.6	3.6	3.6	3.3	]
4. 21 - 24	12.0	12.7	13.3	13.1	13.5	13.5	14.5	19.5]
5 25 - 29	14.4	28.2]	29.6]	28.7]	31.2]	29.5]	27.0]	26.3]
6. 30 - 34	16.0	]	]	]	]	]	]	]
7. 35 - 44	16.3	16.9	15.8	14.3	14.3	14.3	14.8	14.5
8. 45 - 54	9.7	9.9	9.1	9.4	9.0	11.1	11.0	9.5
9. 55 - 64	9.1	8.7	9.0	9.3	7.6	7.9	7.7	7.6
0. 65 and older	13.5	13.5	13.1	13.6	12.0	12.1	13.1	12.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3. Race or Ethnic								
1. Alas. Nat/Amer. Ind.	0.5	0.5	0.7	0.5	1.1	1.1	0.9	0.7
2. Black (not Hispanic)	9.7	9.1	8.6	8.2	10.7	12.2	11.4	12.0
3. White (not Hispanic)	22.8	23.8	27.2	34.0	39.8	43.8	43.5	44.6
4. Hispanic	18.3	16.9	15.7	13.9	15.2	12.0	13.8	13.7
5. Chinese	33.7	33.4	28.6	25.1	20.5	18.3	19.6	16.9
6. Filipino	4.6	4.2	4.2	3.4	4.2	5.1	4.6	3.8
7. Japanese	1.3	1.4	1.1	1.3	2.0	1.9	2.2	3.2
8. Southeast Asian	5.1	7.0	10.3	9.9	3.4	2.6		
9. Other Asian/Pac. Is.	2.7	2.3	1.8	3.8	3.1	3.1	4.0	5.1
0. Other	1.4	1.4	1.8					
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
4. Primary Language								
1. Spanish	16.2	15.2						
2. Cantonese	27.8	28.1						
3. Pilipino/Tagalog	3.5	3.5						
4. Korean	1.2	1.4						
5. Vietnamese	3.1	3.6						
6. English	36.4	36.2						
7. Mandarin	4.2	4.3						
8. Japanese	0.8	0.8						
9. Other	6.7	6.9						
Total	100.0	100.0						

Questions	1986	1984	1982	1980	1978	1976	1974	1972
5. Citizenship Status								
1. Citizen-native born	33.6	33.4	36.4	41.7	51.0	56.5	67.4]	64.3]
2. Citizen-naturalized	12.7	10.9	10.1	9.6	11.0	11.5	]	]
3. Permanent Resident	40.9	42.9	37.4	28.9	30.3	25.6	26.9	28.7
4. Refugee - S.E. Asia	3.3	5.3	9.7	14.1	4.4]	3.6]	1.3]	
5. Refugee - Other	3.3	3.4	3.4	3.2	]	]	]	
6. Visitor Visa	3.2	2.0	1.2	1.1	1.0	0.9	1.6	4.5
7. Student Visa	1.1	0.7	0.6	0.4	0.6	0.7	1.4	2.5]
8. Other Visa	1.8	1.4	1.2	0.9	1.6	1.2	1.3	]
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
6. Gay/Lesbian Identification								
1. Gay man	2.0							
2. Lesbian	1.3							
3. Neither Gay/Lesbian	96.7							
Total	100.0							
7. Veteran Status								
1. Prior to Vietnam	3.4	3.5	3.6	4.3	5.0	]	]	]
2. Vietnam Era	1.5	2.1	2.4	2.5	3.1	11.7]	15.5]	11.7]
3. Post Vietnam Era	1.5	1.2	1.4	1.2	0.9	]	]	]
4. No U.S. Military	93.7	93.2	92.6	92.0	91.0	88.3	84.5	88.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
8. Disability								
1. Vision	4.6							
2. Hearing	1.8							
3. Speech	0.9							
4. Learning	2.4							
5. Mobility	1.9							
6. Medical	3.0							
7. Other	4.2							
8. None	81.2							
Total	100.0							
9. Years of School								
1. 6 or less	19.7	16.0	15.3	15.1	9.7	8.8	10.1	10.8
2. 7 - 8	8.3	8.9	9.8	8.6	6.3	5.8	6.9	9.1
3. 9 - 10	15.0	15.4	14.0	13.0	10.4	10.0	10.8	13.2
4. 11 - 12	23.5	26.6	25.4	25.8	29.1	29.1	31.6	33.1
5. 13 - 14	13.9	14.1	14.3	14.4	18.0	18.2	17.0	14.0
6. 15 - 16	10.8	10.6	12.3	12.8	14.4	14.9	13.4	12.1
7. 17 or more	8.7	8.4	8.9	10.4	12.1	13.1	10.3	7.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Questions	1986	1984	1982	1980	1978	1976	1974	1972
10. Diploma, Degree								
1. Foreign Education	40.6	44.6	46.6	46.0	22.2	19.2	20.7	
2. None or Some Elem.	7.6	4.5	3.1	3.1	17.6	14.6	15.9	
3. Elementary	6.2	7.3	6.4	6.1	6.5	7.7	9.3	29.8
4. G.E.D., Cert. Prof.	4.2	3.7	3.0	2.1	2.5	2.4	2.4	
5. High-School	17.9	19.3	19.8	20.9	24.7	27.6	27.8	43.8
6. Occupational Cert.	5.7	4.3	3.8	3.0	3.8	5.0	5.0	
7. Community College	7.7	7.0	5.6	4.6	5.1	5.6	4.9	8.0
8. College or Univ.	7.0	6.5	8.7	10.2	12.6	12.2	9.4	18.4
9. Post-Graduate	3.0	2.8	3.0	3.9	5.1	5.6	4.6	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
11. Hours per Week								
1. 1 - 2	9.4	8.1	10.4	10.2	11.0	14.3	10.7	10.8
2. 3 - 4	18.6	17.1	18.4	20.9	22.8	23.3	24.9	19.3
3. 5 - 6	17.1	18.4	17.3	17.2	18.2	19.0	21.3	17.8
4. 7 - 9	9.3	7.3	6.9	6.0	8.1	6.3	6.3	5.8
5. 10 - 11	17.8	19.6	17.0	17.4	14.2	11.1	17.9	
6. 12 - 15	6.5	6.7	6.6	5.9	6.9	6.6		
7. 16 - 17	1.7	1.4	1.1	0.9	0.9	1.1	15.0	46.2
8. 18 - 23	9.7	12.3	14.3	12.0	7.9	7.3		
9. 24 - 30	6.3	6.2	5.0	5.9	6.6	6.1		
0. 31 or more	3.7	2.9	3.0	3.6	3.3	4.9	3.9	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
12. Reason for Class								
1. Hi-School Diploma	3.9	4.4	3.6	4.2	6.2	6.7	8.0	13.2
2. College transfer	5.1	2.7	1.8	1.9	1.6	1.3	2.3	2.9
3. Entry Level Job	10.1	10.5	8.5	9.2	8.2	9.7	7.8	6.0
4. Better Job	10.8	12.1	12.1	9.7	10.4	11.3	15.0	11.8
5. New Occupation	5.7	9.1	8.5	8.2	10.5	11.3	12.0	12.9
6. Reenter Job Market	3.2	1.7	2.5	1.5	1.6			
7. Learn English	27.5	27.7	30.2	28.3	21.7	17.1	21.0	20.6
8. Learn Life Skills	11.8	11.8	10.9	11.6	15.1	13.2		
9. Broaden Background	21.8	20.0	21.9	25.4	24.6	29.4	34.0	32.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
13. Learned of Class								
1. Dist. Sched to Home	6.7	5.2	7.0	7.0				
2. Cntr Notice to Home	3.9	3.7	4.1	5.5				
3. Program flyer	4.1							
4. Friends	45.6	51.8	50.0	49.4				
5. Catalog	2.8	1.6	2.2	2.4				
6. Inquiry at School	13.4	11.7	11.4	10.2				
7. Teacher, Counselor	10.9	14.2	11.6	12.0				
8. Newspaper	2.6	2.7	3.8	3.3				
9. Radio or TV	1.3	0.6	0.7	0.6				
0. Other Publicity	8.7	8.5	9.2	9.6				
Total	100.0	100.0	100.0	100.0				

Questions	1986	1984	1982	1980	1978	1976	1974	1972
14. Last Class								
1. Prior Summer	31.1	34.6	33.8	28.6	8.5	22.9		
2. Prior Spring	21.5	22.6	22.6	20.4	34.2	19.9		
3. Prior Fall	11.1	10.3	10.1	9.8	10.7	9.6		
4. 2 or more Yrs Ago	13.8	10.7	9.5	9.2	10.3	10.6		
5. Never	22.5	21.8	24.0	32.0	36.3	37.1		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
15. Main Problem								
1. Reading Skills	7.2	8.2	5.5	4.5				
2. Speaking Skills	11.6	14.8	16.7	12.6				
3. Math Skills	1.5	1.5	1.3	1.1				
4. Study Habits	2.2	2.1	2.0	1.9				
5. Family/Personal	4.8	4.4	3.6	3.6				
6. Physical/Health	4.8	3.6	3.7	5.5				
7. Financial	6.4	5.6	7.1	4.4				
8. Child Care	2.5	2.4	1.9	1.6				
9. Other	5.3							
0. None	53.5	57.4	58.2	64.8				
Total	100.0	100.0	100.0	100.0				
16. Instruction Quality								
1. Excellent	45.7	44.9	51.1	49.6				
2. Good	39.0	37.1	36.0	34.3				
3. Average	11.4	13.1	8.5	11.2				
4. Fair	3.2	3.9	3.5	3.8				
5. Poor	0.7	1.0	0.9	1.1				
Total	100.0	100.0	100.0	100.0				
17. First Student Service								
1. Job Counseling	18.0	9.4	8.4	7.6	11.5	9.6		
2. Educ. Program Plan	15.5	22.0	18.4	16.6	11.8	12.8		
3. Job Placement	16.9	13.5	14.4	10.7	19.4	24.6		
4. Financial Aid	4.7	3.8	4.4	3.5	6.6			
5. Gay/Lesbian Couns.	0.5	0.3						
6. Personal Problems	5.9	2.3	2.0					
7. Child Care	2.4	3.7	2.7	2.6	4.9			
8. Other	4.2	9.6	9.3	9.0	13.4	12.5		
9. None	31.9	35.4	40.4	49.9	32.5	40.5		
Total	100.0	100.0	100.0	100.0	100.0	100.0		

Questions	1986	1984	1982	1980	1978	1976	1974	1972
18. Second Student Service								
1. Job Counseling	11.5							
2.Educ. Program Plan	10.0							
3.Job Placement	17.1							
4. Financial Aid	5.5							
5. Gay/Lesbian Couns.	6.5							
6. Personal Problems	3.1							
7. Childcare	0.8							
8. Other	4.4							
9. None	40.9							
Total	100.0							
19. Transportation								
1. Car as Driver	20.7	19.9	21.3	22.0	32.2	34.4	34.8	34.7]
2. Car pool, passenger	4.0	4.2	4.4	4.8	2.8	2.9	3.2	]
3. MUNI	40.7	40.8	40.6	44.2	39.8	36.6	35.4	38.3
4. BART	2.7	3.0	2.0	1.5	1.0	0.7	0.6	0.3
5. Bicycle	0.5	0.6	0.5	0.4	0.5	0.5	0.4	0.4
6. Walking	27.4	28.2	28.8	24.8	21.7	21.2	23.6	23.2
7. Motorcycle	0.5	0.5	0.6	0.6	0.6	0.4		
8. Other	3.5	2.8	1.8	1.8	1.5	3.4	2.0	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
20. Present Occupation								
1. Work full-time	31.5	31.4	30.6	33.4	37.3	37.0	40.3	33.2
2. Part-time - regular	9.9	9.6	11.3]	10.5]	10.9]	9.7]	9.0]	7.8]
3. Part-time - occas'n	5.9	3.5	]	]	]	]	]	]
4. Seeking work	12.7	13.6	16.2	10.4	8.5	10.1	9.1	5.1
5. At Home	7.0	7.8	6.5	7.0	14.1	12.8	13.7	16.3
6. Retired	14.1	12.8	13.1	14.2	9.3	11.5	12.4	14.0
7. Volunteer work	2.1	1.9	1.6	1.5	2.0	1.9	1.4	1.3
8. Full-time student	12.2	13.4	16.0	18.6	13.2	12.0	9.3	10.3
9. Other	4.8	6.0	4.7	4.5	4.7	5.0	4.8	12.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
21. If Employed then By								
1. Federal Government	2.8	3.5	4.4	5.2	5.7	9.8	7.1	
2. State Government	2.4	2.5	3.2	3.1	4.6	4.0	3.4	
3. City Government	5.2	5.6	6.2	8.1	9.2	13.4	9.5	
4. Private Business	60.7	58.7	60.6	58.1	57.4	51.1	52.2	
5. Self-Employed	11.2	9.9	9.9	9.7	8.6	8.2	6.4	
6. Nonprofit Agency	6.4	4.6	4.4	5.6	5.7	6.0	3.3	
7. Other	11.4	15.2	11.3	10.2	8.8	7.5	18.1	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

Questions	1986	1984	1982	1980	1978	1976	1974	1972
22. Annual Income								
1. $ 999 or less	13.4	13.9	13.8	14.3	26.8	27.3		
2. $ 1,000 - 2,999	9.9	10.4	9.9	9.7	8.1	9.1		
3. $ 3,000 - 4,999	9.5	9.5	11.2	14.8	12.5	12.8		
4. $ 5,000 - 9,999	18.9	22.3	23.0	21.8	20.2	20.1		
5. $10,000 - 14,999	16.9	17.4	16.1	15.8	14.4	14.3		
6. $15,000 - 19,999	9.4	8.9	8.9	8.6	8.4	7.8		
7. $20,000 - 29,999	9.5	7.9	8.5	7.9	6.2	5.7		
8. $30,000 - 39,999	6.0	4.5	4.4	7.1]	3.4]	2.9]		
9. $40,000 - or more	6.4	5.2	4.2	]	]	]		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
23. Job Training thru								
1. High-School					4.1	4.1	5.2	6.9
2. City College					2.9	3.4	12.3]	12.4]
3. College - other					13.7	16.1	]	]
4. Comm. Col. Cntrs.					11.3	7.9	8.3	8.2
5. Other Adult School					3.1	1.8		
6. Military					1.4	2.8	2.6	4.3
7. Prior work exper.					23.0	22.6	20.5	19.8
8. On the Job					30.5	30.1	30.8	33.1
9. Other					10.0	11.2	20.4	15.3
Total					100.0	100.0	100.0	100.0
24. Got Job thru								
1. School-instructor					2.3	2.1		
2. School-counselor					4.6	3.6	4.5	3.2
3. Friends, relative					29.1	26.2	25.2	19.8
4. Private agency					5.5	6.1	5.4	5.0
5. Public agency					8.0	8.3	7.9	7.5
6. Direct to employer					24.9	30.7	24.7	40.7
7. Newspaper					5.6	5.0	4.5	3.4
8. Union					6.7			
9. Other					13.3	18.0	27.8	20.4
Total					100.0	100.0	100.0	100.0
25. Site Type								
1. This Cntr Adm. Bldg.	45.6	44.2	32.9	32.5	24.2			
2. Another Cntr's Adm.	8.1	8.0	7.7	6.9	5.2			
3. City College	0.9	1.9	1.6	2.1	2.2			
4. Unified School Dist	7.5	9.0	7.4	14.3	20.1			
5. Government Building	4.7	1.9	4.2	5.8	10.1			
6. Church	8.0	9.6	10.4	12.0	17.9			
7. Civic, Comm. Center	16.7	9.6	22.8	10.2	11.7			
8. Commercial, Private	2.6	13.0	7.7	12.3	8.3			
9. Other	5.8	2.8	5.3	3.9	0.3			
Total	100.0	100.0	100.0	100.0	100.0			

Questions 1986	1984	1982	1980	1978	1976	1974	1972	
26. Class Days								
1. Monday	4.1	4.7	3.8	5.1	7.9	6.4	4.9	3.9
2. Tuesday	6.9	6.5	6.7	8.0	7.6	7.8	8.0	7.2
3. Wednesday	7.4	6.1	6.5	8.0	7.2	8.7	7.8	5.4
4. Thursday	6.6	6.5	6.4	6.2	6.0	5.8	6.6	5.3
5. Friday	2.9	4.5	2.8	2.7	2.1	2.3	1.7	1.8
6. Saturday	3.3	3.5	3.5	2.5	0.8	2.9	1.4	
7. Two days	13.1	13.3	17.0	20.2	24.1	26.2	26.0	29.0
8. Three days	2.9	1.4	1.8	3.4	3.2	2.5	6.3	
9. Four days	14.2	15.1	11.9	10.6	10.0	8.3	9.1	47.4
0. Five days	38.7	38.4	39.6	33.2	31.1	29.2	28.2	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
27. Class Start Time								
1. Morning	49.4	46.5	45.1	42.8	40.8	40.9	37.1	43.7
2. Noon - 2:55 p.m.	14.8	15.9	17.6	16.1	14.4	13.9	16.0	16.6
3. 3:00 - 4:25 p.m.	2.8	4.7	3.5	3.7	3.0	3.7		
4. 4:30 - 5:55 p.m.	6.0	6.6	6.8	5.4	4.4	4.7		
5. 6:00 - 7:55 p.m.	22.1	24.1	26.4	31.5	36.6	36.8	46.9	39.7
6. 8:00 and later	4.9	2.2	0.6	0.6	0.8			
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
28. Funding Source								
1. State Eligible	92.5	93.8	91.4	95.8	68.8			
2. Community Service	3.3	2.7	3.7	0.3	28.8			
3. J.T.P.A. (CETA)	0.2	0.1	0.5	0.9	0.7			
4. VEA	0.5	0.2	3.9					
5. Contract Ed	0.4	]	]	]	]			
6. Other Contract	3.2	3.2]	0.5]	3.1]	1.7]			
Total	100.0	100.0	100.0	100.0	100.0			
29. Teacher Status								
1. Sched. I	30.6	29.4	26.6	26.0				
2. Sched. II	12.2	8.8	10.2	7.0				
3. Sched. I extra hr.	0.5	1.2	0.6	-				
4. Hourly	53.1	59.6	57.0	65.2				
5. Long Term Sub.	1.4	0.4	2.7	1.1				
6. Other	2.1	0.6	2.9	0.8				
Total	100.0	100.0	100.0	100.0				
30. Funding Areas								
1. Citizenship	2.2							
2. ABE/GED/HS	4.7							
3. ESL	44.1							
4. Disabled	4.5							
5. Health.Safety	0.4							
6. Consumer Ed	8.2							
7. Seniors	7.0							
8. Parenting	3.5							
9. Voc Ed	23.1							
0. Defunded	2.4							
Total	100.0							

Questions	1986	1984	1982	1980	1978	1976	1974	1972
31. Program Categories								
1. High-School Reg		2.2	3.2	3.1				
2. GED		2.1	1.3	0.9				
3. Older Adult		7.1	12.9	10.1				
4. Handicapped		3.8	1.6	0.6				
5. Occupat'n - Prep		11.1	13.7	8.2				
6. Occupat'n - Supp		9.1	4.2	4.5				
7. Occupat'n - Appr		3.1	4.0	4.3				
8. ESL all Level		47.0	]	]				
9. All Others		14.5	59.1]	68.3]				
Total		100.0	100.0	100.0				
32. Planning Distsrict								
1. Richmond/Presidio	8.6							
2. Marina/Civic Center	21.0							
3. Chinatown/NB/Finan.	12.3							
4. SOMA / West Addition	11.2							
5. Haight/Twin Peaks	6.6							
6. Mission	11.2							
7. Portrero/Bayview/Vst	7.4							
8. Ingleside/Stonstwn	8.3							
9. Sunset/Parkside	7.9							
0. Outside SF	5.5							
Total	100.0							
33. Sam Code								
1. A - Apprenticeship	2.3							
2. B - Advanced Occ	4.1							
3. C - Clearly Occ	15.8							
4. D - Possible Occ	2.0							
5. E - Non - Occ, Occ	18.8							
6. X - Not in Occ prog	56.9							
Total	100.0							
Total Response - number								
1. Duplicates	9 278	10 529	10 600	11 217	8 023	7 526	4 482	326
2. First question'r	24 434	24 162	26 503	25 871	18 006	21 703	16 262	19 055
Total	33 712	34 691	37 103	37 088	26 029	29 229	20 744	19 381
Total Respondents - percent								
1. Duplicates	27.5	30.4	28.6	30.2	30.8	25.7	21.6	1.7
2. First question'r	72.5	69.6	71.4	69.8	69.2	74.3	78.4	98.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

City College of San Francisco - Day
San Francisco Community College District
STUDENT INFORMATION QUESTIONNAIRE - S.I.Q.
Response Distribution

Questions	1986	1984	1982	1980	1978	1976	1974[a]	1972[a]
1. Sex								
1. Male	47.6	50.9	50.1	48.9	49.4	52.5	55.6	57.7
2. Female	52.4	49.1	49.9	51.1	50.6	47.5	44.4	42.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2. Age								
1. Under 18	4.7	4.5	6.0	5.8	7.3		3.1	2.3
2. 18 - 19	25.3	25.1	26.3	27.5	29.9	39.4	30.7	33.4
3. 20	11.8	13.2	11.5	11.0	11.1	]	12.8	13.3
4. 21 - 24	24.9	23.9	22.8	22.4	21.4	33.4]	24.5	25.8
5 25 - 29	13.3	23.0]	14.7	14.6	22.8]	21.4]	17.3	15.4
6. 30 - 34	9.0	]	8.9	9.1	]	]	5.8	4.9
7. 35 - 44	7.4	6.9	6.0	5.5	4.4	3.8	5.8]	4.9]
8. 45 - 54	1.9	1.8	2.0	2.1	1.7	1.3	]	]
9. 55 - 64	1.1	1.1	1.2	1.4	0.9	0.5	]	]
0. 65 and older	0.6	0.5	0.6	0.6	0.5	0.2	]	]
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3. Race or Ethnic								
1. Alas. Nat/Amer. Ind.	0.6	0.8	0.4	0.7	0.9	1.2		
2. Black (not Hispanic)	10.0	9.1	14.0	11.9	13.8	12.1		
3. White (not Hispanic)	27.2	26.2	31.6	35.0	37.2	38.2		
4. Hispanic	10.7	10.4	8.2	10.6	8.6	8.2		
5. Chinese	30.2	31.6	24.3	24.1	24.2	26.3		
6. Filipino	9.3	9.0	8.3	7.5	7.0	6.5		
7. Japanese	1.7	1.7	2.1	2.1	2.1	2.7		
8. Southeast Asian	3.9	4.8	3.0	2.0	1.6	1.3		
9. Other Asian/Pac. Is.	3.2	3.1	1.8	2.7	]	]		
0. Other	3.2	3.3	6.3	3.4	4.6]	3.5]		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
4. Citizenship Status								
1. Citizen-native born		52.4	60.1	64.1	67.6	79.7]		
2. Citizen-naturalized		13.3	12.7	12.3	11.7	]		
3. Permanent Resident		29.4	21.9	19.7	18.0	16.8		
4. Refugee Visa		2.4	2.8	2.1	0.9	1.5		
5. Student Visa		1.9	1.8	1.3	1.2	1.5		
6. Other Visa		0.6	0.7	0.5	0.6	0.5		
Total		100.0	100.0	100.0	100.0	100.0		

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[a] No S.I.Q. in 1972 or 1974; Enrollment Data used.

City College of San Francisco - Day

Questions	1986	1984	1982	1980	1978	1976	1974	1972
5. Primary Language								
1. Spanish	6.2	6.7						
2. Cantonese	18.5	20.1						
3. Pilipino/Tagalog	4.4	5.5						
4. Korean	1.1	1.0						
5. Vietnamese	3.2	3.9						
6. English	57.7	53.9						
7. Mandarin	2.6	3.0						
8. Japanese	0.7	0.6						
9. Other	5.6	5.3						
Total	100.0	100.0						
6Gay/Lesbian Identification								
1. Gay Men	2.4							
2. Lesbian	1.8							
3. Neither	95.8							
Total	100.0							
7. Transportation								
1. Car as Driver	36.9	36.7	37.5	35.4	35.8	36.5		
2. Car pool, passenger	3.8	3.2	3.2	2.9	2.8	1.3		
3. MUNI	40.6	41.2	45.6	46.4	47.5	49.3		
4. BART	11.7	12.1	7.4	7.8	7.1	6.5		
5. Bicycle	1.1	0.8	0.7	1.1	0.7			
6. Walking	3.5	3.6	3.8	4.3	4.0	3.2		
7. Motorcycle/moped	1.7	1.9	1.4	1.6	1.6			
8. Other	0.7	0.5	0.4	0.5	0.5	3.2		
Total	100.0	100.0	100.0	100.0	100.0			
8. Diploma, Degree: U.S.								
1. Foreign Education	13.9	11.8	12.2	9.4	5.1	4.0		
2. None or Some Elem.	0.4	0.4	0.3	0.4	6.4	4.3		
3. Elementary	1.9	1.0	1.2	1.6	1.4	1.9		
4. High School	62.1	53.5	63.5	64.6	66.1	74.2		
5. G.E.D., Cert. Prof.	6.5	5.2	5.8	5.3	3.8	3.4		
6. Occupational Cert.	2.9	2.5	3.0	3.5	3.1	3.0		
7. Community College	6.4	7.1	6.5	7.3	5.8	4.9		
8. Some College		12.7						
9. College or University	4.8	4.7	6.3	6.5	6.8	3.6		
0. Post-Graduate	1.1	1.1	1.2	1.4	1.5	0.7		
Total	100.0	100.0	100.0	100.0	100.0	100.0		

City College of San Francisco - Day

Questions	1986	1984	1982	1980	1978	1976	1974	1972
9. Foreign Education								
1. No Foreign Education	56.0	52.0						
2. None or Some Elem.	4.8	4.4						
3. Elementary	12.1	10.4						
4. High School	19.2	20.6						
5. G.E.D., Cert. Prof.	1.0	1.1						
6. Occupational Cert.	1.0	1.0						
7. Community College	2.4	1.6						
8. Some College		5.0						
9. College or University	3.0	3.0						
0. Post-Graduate	0.5	0.9						
Total	100.0	100.0						
10. Reason for CCSF								
1. Parent Advised		4.0	3.8	3.2	4.6			
2. High School Advised	4.6	4.9	5.1	4.6	4.7			
3. CCSF Student Advice		4.0	6.4	6.0				
4. Live at Home	9.2	11.3	7.6	11.2	7.0			
5. Lower fees, tuition	28.3	30.0	37.1	38.0	31.2			
6. Special Programs	20.6	19.1	18.9	20.4	22.5			
7. Friends Attend	2.3	2.9	2.6	3.9	2.8			
8. CCSF Publicity		3.3	2.4	3.6				
9. CCSF Reputation	13.6							
0. Ineligible CSU/UC	11.3							
a. Fist Choice Denied	2.7							
b. Other	7.4	20.5	16.1	9.1	27.2			
Total	100.0	100.0	100.0	100.0	100.0			
11. Educational Goals								
1. Transfer	61.3	56.7	49.9	47.6	43.0	48.5		
2. 2 Year Program	12.6	15.6	15.7	14.8	16.3]	22.0]		
3. Semi-Pro Cert.	4.7	5.0	6.8	6.4	]	]		
4. Entry Level Job	2.9	3.8	4.4	4.8	4.6	4.8		
5. Job Advancement	2.7	2.9	3.3	4.0	5.3	3.4		
6. New Occupation	3.4	4.0	5.0	5.8	4.9	2.9		
7. Determine Ability	2.1	2.4	2.9	3.9	5.3	2.9		
8. Improve English	1.7	1.9	2.1	1.9	1.6	0.9		
9. Personal Interest	6.8	5.0	7.0	9.2	8.0	6.8		
0. Other	1.8	2.7	2.9	1.6	11.0	7.8		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
12. Transfer Plans								
1. None at Present	14.8	22.2	51.2					
2. S.F. State	33.4	34.4	21.8					
3. Other CSU	7.6	9.6	7.2					
4. U.C. Berkeley	5.2	4.9	3.1					
6. USF/Golden Gate	4.2	4.4	1.8					
7. Other Public	2.9	6.2	5.9]					
8. Other Private	2.5	4.0	]					
9. Tech/Trade	1.5	3.0	0.4					
0. Undecided	17.1							
Total	100.0	100.0	100.0	100.0	100.0			

City College of San Francisco - Day

Questions	1986	1984	1982	1980	1978	1976	1974	1972
13. Other Enrollment								
1. None	91.0							
2. Regular SFSU	3.1							
3. Regular UCB	.6							
4. Ext. UCB/SFC	1.3							
5. Centers Division	1.2							
6. Other Comm. College	1.4							
7. Private Technical	.8							
8. Other Post Secondary	.6							
Total	100.0							
14. Units Taking								
1. 3 or less	6.4	6.8	7.2	6.4	5.2	2.6		
2. 4 or 5	6.2	6.4	6.4	]	]	]		
3. 6	5.6	5.8	15.4	12.1]	10.5]	6.4		
4. 7 - 9	12.5	13.1		13.6	12.2	10.3		
5. 10 - 11	9.2	9.9	16.9[b]	9.8	27.3]	25.4]		
6. 12	18.6	17.0	]	17.1	]	]		
7. 13 - 15	29.7	27.9	44.5	27.1	29.8	34.9		
8. 16 or more	11.8	13.1	9.6	13.9	15.0	20.4		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
			[a] 6-8 units	[b] 9-11 units				
15. Last Class								
1. Prior Summer	28.8	29.2	26.1	23.3	]	26.4		
2. Prior Spring	36.0	34.6	37.1	36.5	52.5]	48.2]		
3. Prior Fall	5.5	6.5	5.4	6.6	6.9	]		
4. Over one year	6.6	7.1	6.2	6.8	7.4	2.9		
5. Never	23.1	22.6	25.2	26.8	33.2	22.5		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
16. Units Completed								
1. None	26.2	25.5						
2. 1 - 5	7.2	6.2						
3. 6 - 15	14.9	13.4						
4. 16 - 30	19.7	19.5						
5. 31 - 45	12.9	13.8						
6. 46 - 60	9.7	11.8						
7. More than 60 units	9.4	9.8						
Total	100.0	100.0						
17. Present Occupation								
1. Work full-time	24.6	24.7	22.6	23.6	19.9	13.0		
2. Regular P.T. CCSF	3.2	3.2	2.7	4.2	5.7	5.9		
3. Regular P.T. Other	25.2	18.4	19.4	20.7	33.4	35.5		
4. Part-Time Occasional	10.1	14.2	15.9	15.0	9.2	11.6		
5. Seek Work at CCSF	4.3	4.8	7.9	6.7	6.8	7.3		
6. Seek Work - Other	5.4	7.0	9.7	8.1	6.7	10.6		
7. At Home	3.6	3.1	3.4	3.6	2.5			
8. Full-Time Student	18.3	19.6	18.4	18.1	15.8	16.1		
9. Other/P.T. Student	5.3	5.0						
Total	100.0	100.0	100.0	100.0	100.0	100.0		

City College of San Francisco - Day

Questions	1986	1984	1982	1980	1978	1976	1974	1972
18. First Student Service								
1. Career Guidance	30.4	26.2						
2. Ed. Prog. Planning	21.2	19.3						
3. Transfer Information	21.5	18.9						
4. Personal Problems	1.6	1.7						
5. Women's Re-entry	1.3	1.5						
6. Job Seeking	4.9	6.6						
7. Gay/Lesbian	0.6	0.9						
8. For ESL Students	3.8	4.5						
9. Other	1.3	4.3						
0. None	13.4	16.1						
Total	100.0	100.0						
19. Second Student Service								
1. Career Guidance	18.0							
2. Ed. Prog. Planning	21.8							
3. Transfer Information	18.2							
4. Personal Problems	3.2							
5. Women's Re-entry	1.4							
6. Job Seeking	11.7							
7. Gay/Lesbian	1.2							
8. For ESL Students	3.5							
9. Other	1.0							
0. None	20.0							
Total	100.0							
20. Other Service								
1. Child Care		2.6						
2. Financial		24.5						
3. Job Placement		21.2						
4. Health		3.4						
5. Student Activity		5.7						
6. Study Skills		10.2						
7. Other		6.3						
8. None		26.1						
Total		100.0						
21. Main Problem								
1. Reading/Writing	9.7	7.6						
2. Speaking Skills	3.6	4.3						
3. Math Skills	3.6	3.3						
4. Study Habits	9.6	9.1						
5. Family/Personal	4.6	5.1						
6. Physical/Health	1.2	1.9						
7. Financial	11.5	15.9						
8. Child Care	1.8	1.5						
9. Work Conflicts	10.6	12.2						
0. None	43.8	39.1						
Total	100.0	100.0						

City College of San Francisco - Day

Questions	1986	1984	1982	1980	1978	1976	1974	1972
22. Household Income[a]								
1. $ 999 or less	10.7	12.1	16.1	9.4	49.5	49.8		
2. $ 1,000 - 2,999	8.2	7.8	9.4	9.4	13.7	18.9		
3. $ 3,000 - 4.999	7.9	9.4	10.2	12.8	13.0	11.3		
4. $ 5,000 - 9,999	15.2	15.3	14.1	17.0	11.2	10.5		
5. $10,000 - 14,999	14.2	15.8	16.5	17.8	6.7	4.7		
6. $15,000 - 19,999	10.9	11.1	11.3	11.5	3.1	2.4		
7. $20,000 - 29,999	13.4	12.5	11.5	11.8	2.8|	1.7		
8. $30,000 - 39,999	9.3	7.7	6.4	5.4	|	0.7|		
9. $40,000 or more	10.2	8.3	4.5	4.9	|	|		
Total	100.0	100.0	100.0	100.0	100.0	100.0		

[a] In 1976 and 1978 is for Personal Income

Questions	1986
23. Planning District	
1. Richmond/Presidio	12.9
2. Marina/Civic Center	7.0
3. Chinatwn/N. B./Finan.	6.7
4. SOMA/West Addition	7.4
5. Haight/Twin Peaks	9.4
6. Mission	7.4
7. Poterero/Byvw/Visit.	8.7
8. Ingleside/Stonestwn.	13.7
9. Sunset/Parkside	15.0
0 Outside SF	11.8
Total	100.0

City College of San Francisco - Night
San Francisco Community College District
STUDENT INFORMATION QUESTIONNAIRE - S.I.Q.
Response Distribution

Questions	1986	1984	1982	1980	1978	1976	1974[a]	1972[a]
1. Sex								
1. Male	43.6	46.1	47.3	45.6	44.4	44.6	46.9	49.0
2. Female	56.4	53.9	52.7	54.4	55.6	55.4	53.1	51.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2. Age								
1. Under 18	.9	1.2	0.3	0.6	0.5	]	0.2	0.3
2. 18 - 19	4.5	5.4	3.1	4.4	3.8	5.3]	4.2	4.5
3. 20	3.2	4.0	2.9	3.6	3.4	]	3.4	3.9
4. 21 - 24	18.0	18.4	15.8	18.6	18.7	23.3]	20.3	23.1
5 25 - 29	23.0	41.9]	25.6	26.4	46.5]	45.2]	28.6	26.2
6. 30 - 34	18.7	]	21.1	18.8	]	]	5.4	14.2
7. 35 - 44	21.5	17.2	18.4	16.3	15.4	15.0	27.9]	27.8]
8. 45 - 54	6.5	6.3	7.8	7.6	8.1	8.2	]	]
9. 55 - 64	2.9	3.9	3.6	3.1	3.2	2.5	]	]
0. 65 and older	.8	1.7	1.4	0.6	0.4	0.5	]	]
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3. Race or Ethnic								
1. Alas. Nat/Amer. Ind.	0.6	2.0	0.5	0.7	0.8	1.0		
2. Black (not Hispanic)	8.5	10.3	11.6	11.2	13.0	13.3		
3. White (not Hispanic)	47.7	43.9	46.5	47.3	48.0	51.3		
4. Hispanic	10.2	9.2	7.8	9,.4	8.3	8.5		
5. Chinese	16.6	18.0	16.9	16.7	15.7	12.9		
6. Filipino	8.1	6.8	7.7	8.0	8.0	8.5		
7. Japanese	1.5	1.4	1.6	1.9	1.5	1.5		
8. Southeast Asian	2.1	3.0	1.8	1.1	1.1	0.7		
9. Other Asian/Pac. Is.	1.7	1.9	1.1	1.4	]	]		
0. Other	3.0	3.5	4.5	2.3	3.6]	2.3]		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
4. Citizenship Status								
1. Citizen-native born		63.7	67.1	70.8	72.2	87.9]		
2. Citizen-naturalized		13.7	14.8	14.1	13.2	]		
3. Permanent Resident		18.0	16.6	14.1	13.7	11.5		
4. Refugee Visa		3.4	0.9	0.6	0.6	0.3		
5. Student Visa		0.7	0.2	0.2	0.1	0.1		
6. Other Visa		0.5	0.4	0.2	0.2	0.2		
Total		100.0	100.0	100.0	100.0	100.0		

[a] No S.I.Q. in 1972 or 1974; Enrollment Data used.

City College of San Francisco - Night

Questions	1986	1984	1982	1980	1978	1976	1974	1972
5. Primary Language								
1. Spanish	5.7	5.4						
2. Cantonese	8.9	10.5						
3. Pilipino/Tagalog	4.7	5.7						
4. Korean	0.3	0.7						
5. Vietnamese	1.2	2.7						
6. English	72.8	67.9						
7. Mandarin	1.8	2.1						
8. Japanese	0.3	0.4						
9. Other	4.3	4.6						
Total	100.0	100.0						
6. Gay/Lesbian Identification								
1. Gay Men	6.3							
2. Lesbian	3.2							
3. Neither	90.5							
Total	100.0							
7. Transportation								
1. Car as Driver	54.7	53.1	60.4	54.5	63.7	69.4		
2. Car pool, passenger	4.3	5.9	7.5	6.9	9.3	3.5		
3. MUNI	26.9	24.9	23.2	26.5	17.9	19.6		
4. BART	6.2	7.7	4.7	4.7	4.6	3.3		
5. Bicycle	0.8	0.9	0.3	0.5	0.2			
6. Walking	4.5	5.2	2.4	5.6	3.0	2.7		
7. Motorcycle/moped	2.1	1.6	1.2	1.0	0.9			
8. Other	0.5	0.7	0.3	0.3	0.4	1.5		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
8. Diploma, Degree: U.S.								
1. Foreign Education	12.1	10.7	15.2	12.0	8.5	7.6		
2. None or Some Elem.	0.1	0.6	0.1	0.2	4.0	3.1		
3. Elementary	1.1	0.5	0.6	0.6	0.6	0.6		
4. High School	38.5	22.8	35.8	39.5	41.0	44.6		
5. G.E.D., Cert. Prof.	4.6	3.6	3.1	3.0	3.1	3.2		
6. Occupational Cert.	4.7	5.2	5.8	5.8	6.3	7.1		
7. Community College	11.2	9.0	11.5	10.6	10.4	9.9		
8. Some College		20.2						
9. College or University	20.7	19.4	21.5	21.2	18.8	18.6		
0. Post-Graduate	7.0	8.0	6.4	7.1	7.3	5.3		
Total	100.0	100.0	100.0	100.0	100.0	100.0		

City College of San Francisco - Night

Questions	1986	1984	1982	1980	1978	1976	1974	1972
9. Foreign Education								
1. No Foreign Education	56.0	52.0						
2. None or Some Elem.	4.8	4.4						
3. Elementary	12.1	10.4						
4. High School	19.2	20.6						
5. G.E.D., Cert. Prof.	1.0	1.1						
6. Occupational Cert.	1.0	1.0						
7. Community College	2.4	1.6						
8. Some College		5.0						
9. College or University	3.0	3.0						
0. Post-Graduate	0.5	0.9						
Total	100.0	100.0						
10. Reason for CCSF								
1. Parent Advised		1.3	0.5	1.0	0.8			
2. High School Advised	1.3	1.2	0.7	1.1	1.0			
3. CCSF Student Advice		1.8	3.7	3.4				
4. Live at Home	4.7	5.5	2.2	6.0	1.6			
5. Lower fees, tuition	37.3	38.8	51.6	50.4	40.8			
6. Special Programs	25.7	23.3	23.6	24.5	29.6			
7. Friends Attend	1.8	2.8	1.3	1.9	1.3			
8. CCSF Publicity		3.9	3.3	3.4				
9. CCSF Reputation	13.3							
0. Ineligible CSU/UC	3.7							
a. Fist Choice Denied	0.6							
b. Other	11.6	21.4	13.1	8.3	24.9			
Total	100.0	100.0	100.0	100.0	100.0			
11. Educational Goals								
1. Transfer	29.0	30.2	20.2	19.8	18.4	20.7		
2. 2 Year Program	8.3	7.3	7.3	6.7	5.9]	8.6]		
3. Semi-Pro Cert.	5.4	4.7	6.8	6.6	]	]		
4. Entry Level Job	2.4	2.8	2.6	2.4	3.2	2.8		
5. Job Advancement	9.2	9.9	14.0	15.5	14.4	14.3		
6. New Occupation	7.0	6.6	8.5	10.2	8.8	9.0		
7. Determine Ability	3.3	3.9	4.6	5.8	10.1	8.9		
8. Improve English	2.0	2.3	2.9	2.5	2.2	1.6		
9. Personal Interest	30.0	27.9	29.4	27.5	25.1	25.3		
0. Other	3.4	4.4	3.7	3.0	11.9	8.8		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
12. Transfer Plans								
1. None at Present	35.5	47.8	80.1					
2. S.F. State	21.6	22.4	11.1					
3. Other CSU	2.9	3.9	1.6					
4. U.C. Berkeley	4.2	5.5	2.6					
5. Other U.C.	1.7	3.4	0.9					
6. USF/Golden Gate	4.5	5.5	1.0					
7. Other Public	2.3	5.0	2.5]					
8. Other Private	1.9	3.5	]					
9. Tech/Trade	1.9	3.0	0.2					
0. Undecided	23.5							
Total	100.0	100.0	100.0	100.0	100.0			

City College of San Francisco - Night

Questions	1986	1984	1982	1980	1978	1976	1974	1972
13. Other Enrollment								
1. None	88.0							
2. Regular SFSU	3.1							
3. Regular UCB	0.4							
4. Ext. UCB/SFC	1.9							
5. Centers Division	1.6							
6. Other Comm. College	2.5							
7. Private Technical	1.2							
8. Other Post Secondary	1.3							
Total	100.0							
14. Units Taking								
1. 3 or less	44.4	44.3	52.0	46.1	46.0	43.0		
2. 4 or 5	16.1	13.6	14.4	]	]	]		
3. 6	16.3	13.5	20.8[b]	32.4]	32.9]	33.4]		
4. 7 - 9	11.2	10.0	]	12.6	12.9	14.2		
5. 10 - 11	2.6	3.6	7.3[b]	2.3	4.8]	2.3		
6. 12	4.9	5.8	]	3.0	]	]		
7. 13 - 15	3.3	5.9	4.4]	2.0	1.8	5.3		
8. 16 or more	1.2	3.3	1.1	1.6	1.6	1.8		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
15. Last Class								
1. Prior Summer	17.8	17.2	18.1	17.6	]	16.5		
2. Prior Spring	36.5	27.2	35.4	32.4	45.5]	42.9]		
3. Prior Fall	6.9	8.8	8.7	8.6	9.3	]		
4. Over one year	15.9	20.0	14.2	15.3	16.8	12.2		
5. Never	22.9	26.8	23.6	26.1	28.4	28.4		
Total	100.0	100.0	100.0	100.0	100.0	100.0		
16. Units Completed								
1. None	28.8	33.3						
2. 1 - 5	16.4	10.2						
3. 6 - 15	19.3	17.0						
4. 16 - 30	11.5	13.0						
5. 31 - 45	6.8	7.8						
6. 46 - 60	5.5	7.4						
7. More than 60 units	11.7	11.3						
Total	100.0	100.0						
17. Present Occupation								
1. Work full-time	77.2	68.4	77.8	80.9	82.6	77.1		
2. Regular P.T. CCSF	.6	1.4	0.6	0.7	0.9	1.2		
3. Regular P.T. Other	6.9	7.9	6.0	5.7	6.7	9.5		
4. Part-Time Occasional	3.6	5.4	4.3	3.6	2.5	3.6		
5. Seek Work at CCSF	1.1	1.2	0.7	0.5	1.2	2.5		
6. Seek Work - Other	3.4	4.0	4.6	3.3	1.9	2.9		
7. At Home	2.3	2.8	1.7	1.8	1.3			
8. Full-Time Student	2.4	4.8	4.3	3.5	2.9	3.2		
9. Other/P.T. Student	2.5	4.1						
Total	100.0	100.0	100.0	100.0	100.0	100.0		

[a] 6- 8 units [b] 9-11 units

City College of San Francisco - Night

Questions	1986	1984	1982	1980	1978	1976	1974	1972
18. First Student Service								
1. Career Guidance	26.5	17.6						
2. Ed. Prog. Planning	16.4	14.2						
3. Transfer Information	10.1	11.3						
4. Personal Problems	1.2	1.9						
5. Women's Re-entry	1.4	1.9						
6. Job Seeking	4.2	4.3						
7. Gay/Lesbian	1.3	1.3						
8. For ESL Students	1.8	2.1						
9. Other	0.8	3.9						
0. None	36.3	41.5						
Total	100.0	100.0						
19. Second Student Service								
1. Career Guidance	12.7							
2. Ed. Prog. Planning	16.9							
3. Transfer Information	11.1							
4. Personal Problems	1.4							
5. Women's Re-entry	1.7							
6. Job Seeking	9.4							
7. Gay/Lesbian	2.4							
8. For ESL Students	1.5							
9. Other	0.8							
0. None	42.1							
Total	100.0							
20. Other Service								
1. Child Care		3.9						
2. Financial		13.0						
3. Job Placement		13.0						
4. Health		2.4						
5. Student Activity		2.7						
6. Study Skills		7.6						
7. Other		5.5						
8. None		51.9						
Total		100.0						
21. Main Problem								
1. Reading/Writing	4.2	4.0						
2. Speaking Skills	1.8	2.5						
3. Math Skills	1.5	1.7						
4. Study Habits	4.2	6.3						
5. Family/Personal	3.8	4.3						
6. Physical/Health	1.3	1.4						
7. Financial	4.6	6.6						
8. Child Care	2.0	1.8						
9. Work Conflicts	21.3	18.1						
0. None	55.3	53.3						
Total	100.0	100.0						

City College of San Francisco - Night

Questions	1986	1984	1982	1980	1978	1976	1974	1972
22. Household Income[a]								
1. $ 999 or less	4.3	4.5	4.9	3.4	9.5	9.5		
2. $ 1,000 - 2,999	3.3	4.0	4.3	3.5	3.7	5.4		
3. $ 3,000 - 4.999	3.4	5.4	3.9	4.1	5.8	6.6		
4. $ 5,000 - 9,999	7.9	10.1	10.1	12.2	22.7	27.3		
5. $10,000 - 14,999	14.1	16.8	22.8	25.0	27.1	24.6		
6. $15,000 - 19,999	14.4	13.8	19.2	16.5	13.9	13.4		
7. $20,000 - 29,999	23.6	19.6	17.6	18.4	17.3]	10.2		
8. $30,000 - 39,999	12.8	12.2	10.5	9.8	]	3.0]		
9. $40,000 or more	16.2	13.6	6.7	7.1	]	]		
Total	100.0	100.0	100.0	100.0	100.0	100.0		

[a] In 1976 and 1978 is for Personal Income

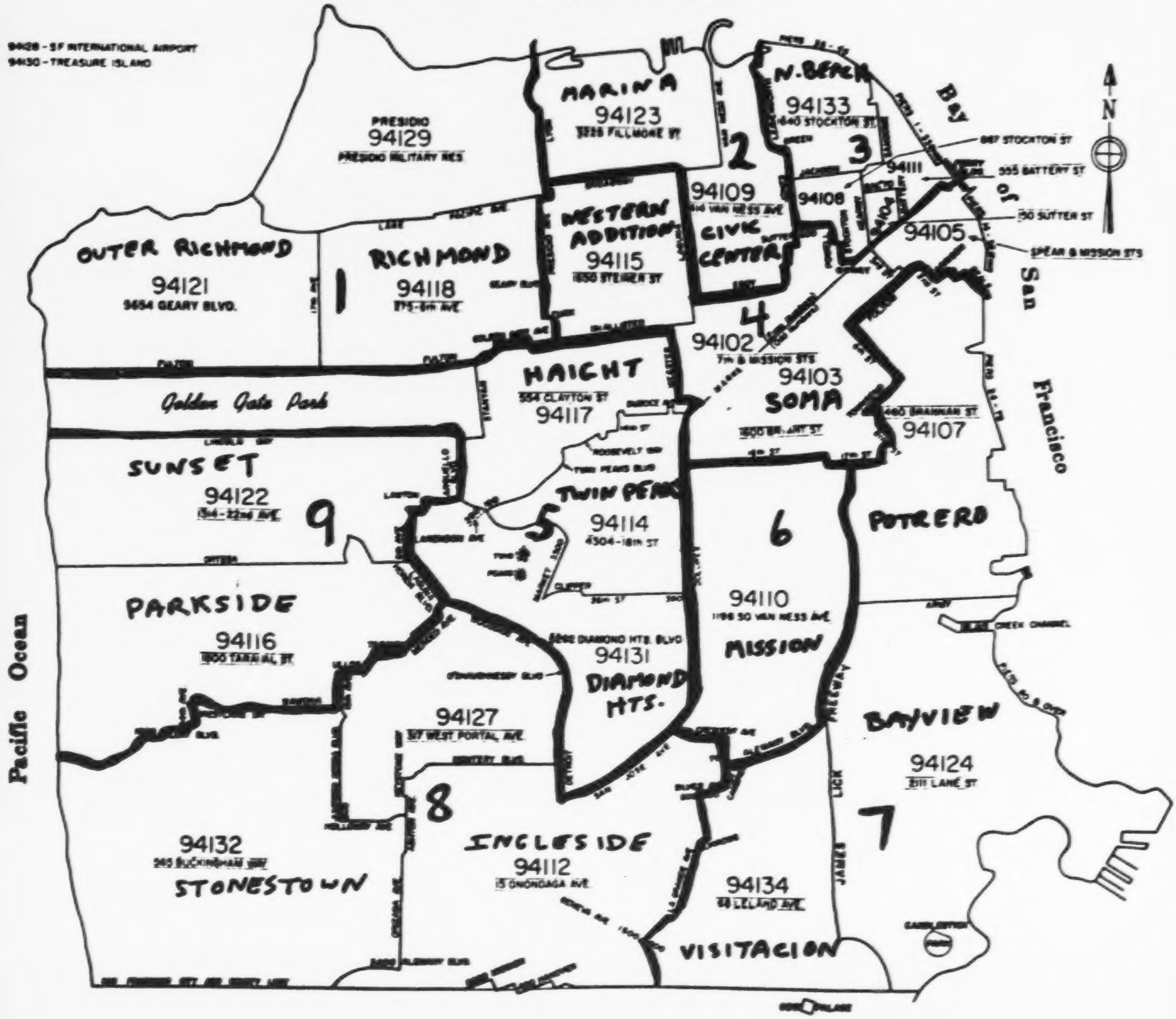
Questions	1986
23. Planning District	
1. Richmond/Presidio	10.7
2. Marina/Civic Center	7.0
3. Chinatwn/N. B./Finan.	3.9
4. SOMA/West Addition	7.2
5. Haight/Twin Peaks	16.4
6. Mission	9.6
7. Poterero/Byvw/Visit.	6.1
8. Ingleside/Stonestwn.	15.1
9. Sunset/Parkside	13.2
0 Outside SF	10.8
Total	100.0

PLANNING DISTRICT CODE

Based on ZIP Code of Student's Residence

San Francisco POSTAL ZIP CODES

ALL BOUNDARY STREETS ARE INCLUDED IN THE UNIT
OF DELIVERY IN WHICH THE STREET NAME APPEARS.


94128 - SF INTERNATIONAL AIRPORT
94130 - TREASURE ISLAND
PRESIDIO
94129
PRESIDIO MILITARY RES.
MARINA
94123
3228 FILLMORE ST
N. BEACH
94133
1640 STOCKTON ST
2
3
887 STOCKTON ST
94111
555 BATTERY ST
94108
94104
150 SUTTER ST
94105
SPEAR & MISSION STS
Bay
of
San
Francisco
N
OUTER RICHMOND
94121
5654 GEARY BLVD.
1
RICHMOND
94118
275-6th AVE
WESTERN ADDITION
94115
1850 STEINER ST
94109
1414 VAN NESS AVE
CIVIC CENTER
4
94102
7th & MISSION STS
94103
SOMA
1600 BRYANT ST
460 BRANNAN ST
94107
HAIGHT
554 CLAYTON ST
94117
Golden Gate Park
ROOSEVELT WAY
TWIN PEAKS BLVD
SUNSET
94122
1314-22nd AVE
9
TWIN PEAKS
5
94114
4304-18th ST
6
POTRERO
PARKSIDE
94116
1800 TARAVAL ST
94110
1198 SO VAN NESS AVE
MISSION
ISLAIS CREEK CHANNEL
5262 DIAMOND HTS. BLVD
94131
DIAMOND HTS.
94127
317 WEST PORTAL AVE
BAYVIEW
94124
2111 LANE ST
8
7
94132
245 BUCKINGHAM WAY
STONESTOWN
INGLESIDE
94112
15 ONONDAGA AVE
94134
68 LELAND AVE
VISITACION
Pacific Ocean

Other San Francisco Zones	
Main Office Boxes	94101
Rincon Caller Boxes	94106
Rincon Annex Boxes	94119
Bank, Ins. & Oil Boxes	94120
Station B Boxes	94126
Airport Branch	94128
Treasure Island	94130

Other Planning Areas		
22	Marin	949xx
23	Contra Costa	948xx
24	Alameda	945xx, 946xx, 947xx
25	San Mateo	940xx, 944xx
26	Santa Clara	943xx, 950xx, 951xx
No Gd	not valid	all others

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES SEP 23 1988